



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Sexuality, Marriage, & Family Studies

SMF 496 Fall 2022

Femme Theory & Relationships

Tuesday, 2:30-5:30

Room: DRAGEN Lab, SJ1 2017

INSTRUCTOR [AND TA] INFORMATION

Instructor: Dr. Rhea Ashley Hoskin
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Office Hours: By appointment
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TAs: Gillian Wagenaar (Technical Assistant)
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COURSE DESCRIPTION

(From the UW Undergraduate Calendar):

This seminar allows students to integrate their knowledge in the domains of couples, marriages, and family studies. Topics reflect current issues from a theoretical and research perspective.

Prerequisites: SMF 230, 310; One of SMF 306, 307, 366, PSYCH 354; Level at least 3B

What is femininity? What automatic assumptions or stereotypes come to mind when you think about femininity? Are these assumptions harmful? Can they shape our relationships – to ourselves and each other? How do femininity and our assumptions about femininity intersect with various other social locations to shape who we are in the world and our relationships? This course explores these questions through Femme Theory and the concept of femmephobia.

In this course, students will be introduced to Femme Theory as a framework through which to understand relationships and the treatment of femininity across bodies, sexualities, and identities. Femme theory emerges from 1940s lesbian communities and relationships and has since developed as an intersectional diversity framework useful for re-thinking relational domains. *This course does not use femininity and woman synonymously. Rather, using Femme Theory, femininity is understood as a collection of behaviours, characteristics, aesthetics, affects, and so forth that all humans are capable of expressing or embodying.* Integral to this framework is the concept of femmephobia; or, the way that society devalues and regulates femininity across bodies and identities. Using Femme Theory and femmephobia, students will explore questions such as who is systematically excluded from dating pools, how femmephobia impacts gender-based violence, intimate partner violence, interpersonal violence, or inter-

group violence, and what role femmephobia plays in shaping childhood experiences.

The aim of this course is to draw attention to, and critically unpack, how femininity and femmephobia intersect with social locations to shape relationships. Central to the learning experience is critical self-reflection – students will be invited to process their own participation in maintaining or perpetuating femmephobia, as well as how they have been impacted by femmephobia. Together, we will reflect on how we have been recruited into such practices, and the impact these practices have had on our emerging sense of self and our family and romantic relationships.

COURSE OBJECTIVES

One of the central goals of this course is to create a learning environment wherein you may develop your skills in critical thinking, writing, discussion, and self-directed learning. Second to this goal is the goal of integrating Femme Theory as a paradigm or framework of inquiry. My personal goal as an instructor is to facilitate a supportive class environment, to guide you to unpack course material in both critical and applied ways and encourage you to learn by communicating with each other directly through discussion and debate.

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

1. Comprehend and apply Femme Theory as an intersectional framework for understanding diverse identities in their social and relational contexts.
2. Comprehend the various dimensions of sex, gender, and gender expression that allow for the analysis of femmephobia.
3. Engage in critical self-reflective analyses regarding your processing of the material covered in this course.
4. Critically analyze/process your role in maintaining and perpetuating femmephobia that shapes people's creation and performance of self (identity) in and through relationships with others.
5. Apply your analytic, research, and communication skills (oral and written) through the completion of various course assignments.

REQUIRED TEXTS

Readings: This course primarily uses written materials, which include electronic journal articles, book chapters, and other digital media. The required articles/chapters assigned each week will be made available on Perusall.

Femmephobia 101 Workbook: You must procure a copy of the Femmephobia 101 Workbook. This workbook is available to download for free, or you can purchase a hard copy. If the final version is not yet available online, your professor will email a preliminary version with the option of purchasing a hard copy.

Journal: You are required to purchase a journal/notebook and pencil and to bring both to class each week.

Additional Resource: American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: Author.

Required Accounts & Websites: Course Platforms

Our course will make use of 2 educational technologies in order to support and deliver your learning experience. These include: Perusall, and Slack. These platforms are mandatory and information about accessing/signing up will be provided by the professor.

COURSE REQUIREMENTS AND ASSESSMENT

Assessment Component	Description	Points	Weighting (%)
Perusall Annotations	<ul style="list-style-type: none"> Annotate weekly assigned course readings Readings will have deadlines and must be annotated by the deadline (see course schedule). 	3 points per reading	30
Workbook & Reflection	<ul style="list-style-type: none"> Complete the Femmephobia 101 Workbook 1–2-page reflection/summary of your experience. Submit October 17 	100	20
Facilitation	<ul style="list-style-type: none"> Facilitate 2 weekly discussions Selection determined in Week 1 	100	20
Knowledge Mobilization	<ul style="list-style-type: none"> Create a knowledge mobilization project 1500-word essay (plus references) describing your creation. Obtain approval for medium by November 7 Submit December 13 	100	30

COURSE SCHEDULE

Preliminary Reading list: All readings and the final reading list is available on Perusall.

The full schedule will be made available in the extended syllabus.

CONTENT WARNING

It is expected that the content of this course will be emotionally challenging for some students. While discomfort can often be an important part of the learning process, students' well-being and emotional safety take priority. If you find anything discussed in class or readings to be triggering or otherwise beyond your comfort zone the University of Waterloo has Mental Health Support available for students. The Faculty of Arts provides details on available support on its [website](#). You may also want to consider [Campus Wellness](#) - Counselling and Health

Services.

IMPORTANT DATES TO REMEMBER

The course includes weekly synchronous classes Tuesdays from 2:30-5:30. This time will be used for student facilitations, discussions, and guest speakers as scheduled. Your Getting To Know Course Platforms assignments is due September 15th. Perusall annotations are due weekly by Monday at 11 pm Eastern Time, with the exception of the first week of class when your annotations are due Saturday September 17th by 11 pm ET. The Femmephobia 101 Workbook assignment is due October 17th by 11 pm ET. The Knowledge Mobilization Project is due December 13th. You must submit your choice of medium for approval no later than November 7th. All activities and assignments are due by 11 pm ET. ***See Course Schedule.***

***All activities and assignments must be submitted on their due dates by 11 pm Eastern Time**

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

The deadlines given in the Schedule should be strictly observed. Late submission of any assessment component, including a late post or reply on a discussion forum, will normally result in a grade of zero on that component. Perusall has a late annotation period in which you can earn additional credit after the deadline for replies to other students' comments but you cannot earn more AFTER the deadline than you earned before, so it is important to engage with the readings in a timely manner. A recommended reading schedule is provided on each week's lesson plan.

RULES FOR GROUP WORK IN ASSIGNMENTS

Not applicable for this course

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

ATTENDANCE POLICY

Simple attendance will not be directly evaluated. That said, everyone is expected to make every effort to attend the synchronous meets and to participate fully in the discussions and activities.

Diversity and Inclusion: People vary in their processing timelines; therefore, the opportunity to participate will be extended to various online discussion forums including Perusall and Slack. These online discussions are intended to provide students with time to consider and reflect on ideas/issues before sharing their reflections with the group. They do not replace the synchronous meets; however, they do provide the opportunity for additional reflection prior to 'participating' in discussions.

COVID: In the event that the University must pivot to online delivery, the course will continue on Zoom.

ELECTRONIC DEVICE POLICY

Please keep your electronic devices silenced and away when engaging in the weekly synchronous meetings so that your full attention can be directed towards your fellow learners and your own learning process.

CORRESPONDENCE

Slack: Slack will be our primary method of communication.

Email: When emailing, please include your first & last name and the course code in the subject line. Please use a salutation and closing to open and close all emails. Please use your Waterloo email for academic correspondence (emails from other accounts are sometimes flagged as spam).

A Note on Plagiarism

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.
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 (but no page numbers).

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.

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.