



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, and Family Studies

SMF 310: Fall 2020

Sexual and Relational Ethics

(Online – Asynchronous Delivery*)

Instructor Information

Instructor: Kevin D. Nixon, MA, PhD candidate.

Office: SH 2114 (STJ) [Instructor will be working remotely for Fall 2020 semester].

Phone: 416-606-4084 [emergencies only, please text].

Email: knixon@uwaterloo.ca

Office Hours: T.B.A. or by appointment. [Office hours will be arranged via Zoom[†] or by telephone].

Lecture Hours: Lectures will be 1-1.5 hours and will be posted by 11:59pm EDT/EST on Mondays.

Course Description

This course will examine the social, cultural, and political relationships and structures that support sexual identities and generate ethical issues related to sexual behaviours, attitudes, and values at both the individual and group level. This course will address sexual and relational ethics on a local, national, and transnational scale focusing on how issues of sexual and relational ethics and morality have been socially constructed historically and cross-culturally. Among the topics we will be discussing are pornography, sex work, rape culture, HIV/AIDS, BDSM, trans issues, sexuality education, and intergenerational sexuality. Lectures and discussions will be informed by issues of intersectionality, emphasizing how race, class, ethnicity, ability, religion, politics, and socio-economic factors influence the social forces that contribute to the construction of sex, gender, and sexuality-based identities. The texts studied in the course will expose students to a diverse array of critical theoretical approaches to sexual and relational ethics in both the humanities and social sciences.

Course Goals and Learning Outcomes

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

- A. Critically analyze various topics dealing with sexual and relational ethics from multiple theoretical perspectives while making connections between theory and social practice beyond the classroom (at local, national, and transnational levels).
- B. Identify key forces that influence how society constructs identities, sexual relationships, and issues/questions related to sexual and relational ethics and morality.
- C. Develop an ability to work with others to create a respectful and inclusive learning environment where students are able to articulate well-informed arguments about sexual and relational ethics in small and large group discussions.

* Please note the course does require one (1) synchronous component. This is a weekly one (1) hour “Question and Answer Session” with the instructor (see details below).

† For office hours with students, I prefer Zoom to LEARN’s “Virtual Classroom” to ensure better privacy between instructor and student. You can download and create a free Zoom account at <https://zoom.us/join>

- D. Conduct research on sexual and relational ethics and present that research effectively in written form.

Land Acknowledgement:

We at Sexuality, Marriage, and Family Studies acknowledge that we live and work on the traditional territory of the 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 kilometres on each side of the Grand River.

Note on Learning During the COVID-19 pandemic:

Living and learning through this pandemic has been challenging for everyone. COVID-19 has forced us to make some very difficult yet necessary choices to how we approach post-secondary teaching. I know the shift from in-person to remote (online) learning can leave some feeling further isolated and disconnected from peers, administrators, and instructors (I know it has for me 😊). Remember that self-care is your top priority! I want you all to be as happy and healthy as possible and I am more than willing to work with each of you during this trying time to achieve your scholastic goals and desired course outcomes. Please do not hesitate to contact me if you need to negotiate deadlines, chat about course materials/assignments, or even need to step away from the course temporarily. I am also more than willing to point anyone towards mental health and other associated services if you need support in this regard at any time.

Required Text

All required texts can be found on LEARN as downloadable PDFs, Word documents, or webpage links under the “Course Readings” tab.

Readings Available on LEARN

All readings will be made available on LEARN.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
- Discussion Question Responses (12 weeks)	- Each Week (see details below).	10%
- Group Presentation and Discussion	- Once throughout the term.	15%
- Take-Home Midterm Examination	- Due October 19th.	20%
- Research Paper	- Due November 23rd.	25%
- Take-Home Final Examination	- Due December 14 th .	25%
- Online Participation (General)	- Each Week (see details below).	5%
Total		100%

Weekly Discussion Question Responses (10%)

Each week (beginning Week 2) students will be expected to provide one (1), 250-500-word response to one of the three (3) critical discussion questions provided by our student presenters for that week (for more details regarding the “Group Presentation and Discussion” assignment, see below). These weekly responses MUST be critically engaged and theoretically nuanced. They should show evidence that the student has: (A) viewed the lecture and/or instructor-led Q and A session for that week, (B) viewed the student-led group presentation for that week, (C) read the assigned course materials, and (D) has carefully considered and crafted their response to stimulate further debate and discussion. In terms of your responses you may (1) respond DIRECTLY to the presenters’ discussion questions or (2) respond to a classmate’s response to a discussion question (to further the discussion thread). There are no official

deadlines for posting your weekly responses, but I recommend students try to post their responses each week to not fall behind (and to stay “on topic” for that week). I HIGHLY recommend that students keep an eye on the discussion board and review their fellow classmate’s responses regularly. This will lead to a richer course experience and more engaged discussions/debates regarding the issues/topics each week.

In terms of grading, each student will write twelve (12) responses (beginning Week 2). Responses will be graded on a four (4) point scale: 0.25 = needs improvement, 0.5 = satisfactory, 0.75 = good, and 1 = excellent. 10% of your final course grade is accorded to these responses. I will remove the worst two (2) response grades to calculate your final mark out of 10. An assignment guide will be posted to LEARN giving further details regarding this course requirement and the grading rubric.

Group Presentation and Discussion (15%: schedule TBA)

During the first two (2) weeks of classes students will be randomly assigned a group for the term and a week in which their group will be expected to present. These presentations will begin in Week 3 and will involve your group preparing a 20-30-minute presentation which critically engages with a popular media piece of your group’s choice (whether an online newspaper/magazine article, weblog, YouTube video, series of Tweets, etc.) that is in some way associated with the assigned sexual and relational ethics topic for that week (i.e. BDSM, sex work, pornography, etc.). Using the readings, lecture, and/or Q and A session from that week groups will critically engage with the selected media piece drawing out some of the more nuanced theoretical concerns, issues, debates, definitions, quandaries, and questions that emerge is association with the sexual and relational ethics topic for that week.

For the presentation, groups can use any number of platforms including, but not limited to, PowerPoint, Prezi, Zoom, or even a recorded video session (organized remotely and edited together). Please be as creative, critically engaged, and theoretically nuanced as possible! Grades will be assigned for content, creativity, and critical engagement. Your job with this assignment is to basically apply what we have learned in lectures, readings, and/or the Q and A sessions to something occurring in the “real world.”

Students should submit their popular media piece to me (for review and posting to LEARN) by 11:59 pm (EDT/EST) on WEDNESDAY OF THE WEEK YOU PRESENT (please submit to the assigned Dropbox on LEARN). Presentations MUST be submitted to me to be posted on LEARN on THURSDAY by 11:59pm (EDT/EST) OF THE WEEK YOU PRESENT (submitted to the assigned Dropbox on LEARN). Along with the presentation, groups MUST submit three (3) critical discussion questions to me to be posted on the discussion board on LEARN. These discussion questions can be submitted via email. They do not need to be placed in the Dropbox. Presentations will be released for viewing on LEARN on Friday of each week.

In terms of group communication for preparation of the presentation, please feel free to use any and all platforms available to you to engage (i.e. Facebook, Snapchat, Zoom, email, etc.). I will introduce you to your group via a private discussion board thread on LEARN, you are also welcome to use this medium for preparation and communication. I highly recommend that as soon as you are assigned a group, you do try to get in touch with your fellow group members to open up lines of communication and introduce yourself. For more detailed information and assignment instructions for the “Group Presentation and Discussion”, please see the assignment guide posted to LEARN.

Take-Home Midterm Examination (20%: released Friday October 9th @ 12pm EDT/EST on LEARN; due Monday October 19th @ 11:59pm EDT/EST on LEARN).

The take-home midterm examination is designed to test student's comprehension of course content and theories. It is also intended to ensure students keep up with the assigned readings (which is essential to success in this course). The take-home midterm will cover all lectures, course readings, student-led group presentations, and some elements of our weekly Q and A sessions from Weeks 1-6. The structure will consist of several long answer or essay style questions. Students will have one full week to complete the midterm. Take-home midterms will require citations and references for all material that is not your own. Your take-home midterm examination will be due on Monday October 19th at 11:59pm as a Word or PDF document uploaded to the appropriate Dropbox on LEARN. A detailed "Take-Home Midterm Examination Guide" will be released on LEARN closer to the midterm release date.

Research Paper (25%: due Monday November 23rd @ 11:59pm EDT/EST on LEARN)

The research paper is an integral component of this course and offers each student an opportunity to explore a topic of interest to them, which pertains to questions of sexual and relational ethics. Students should start thinking about potential research topics as early as possible and are welcome to discuss potential research topics with me via email or during a scheduled office hour's appointment via Zoom or by telephone. Please DO NOT leave the research paper writing to the last minute. Your research paper can be a critical analysis of a topic discussed in the class or of a topic not addressed in the course, but it still must fall under the purview of issues in sexual and relational ethics (if you are unsure if your topic is appropriate, please email me for approval). Typically, research papers that offer an in-depth analysis of a limited set of sources are encouraged (students MUST consult at least 6 academic sources for this paper).

The goal of this paper is for students to think creatively and critically about a topic of interest to them in sexual and relational ethics. Your paper should include a clear, concise, and coherent thesis statement (i.e. I expect you to take a side, to make an argument, or to write from a particular perspective). Your overall analysis should be detailed and show evidence that you understand the topic and that you have some familiarity with the corpus of literature in that research area. Your research paper should be approximately 8-10 pages in length (excluding your "references cited" page) and must be double-spaced and 12-point Times New Roman or Arial font. I will post a "Research Paper Guidelines" document during the second week of classes, which will address these instructions in more detail. Your Research Papers must be submitted to me via the dropbox on LEARN at 11:59pm on Monday November 23rd. Please submit as a Word or PDF document. No other file formats will be accepted.

Take-Home Final Examination (25%: released Friday December 4th @ 12pm EDT/EST on LEARN; due Monday December 14th @ 11:59pm EDT/EST on LEARN)

The take-home final examination questions will be posted to LEARN on Friday December 4th (during the last week of classes). It will test students' knowledge of lectures, student-led presentations, course readings, and some elements of our weekly Q and A sessions from Weeks 7-13. The take-home final examination will focus on synthesis-style questions which assess students' abilities to note theoretical connections and linkages between topics, debates, and issues in the latter half of the course. The exam will consist of several essay-style/long answer questions (similar to the midterm, but slightly more detailed). Like the midterm, students will have one full week to complete the take-home final examination. Like the take-home midterm examination, the take-home final examination will require references and citations for all material that is not your own. The take-home final examination is due during the fall exam period on Monday December 14th at 11:59pm and must be uploaded to the appropriate dropbox on LEARN. Please take extra care to submit the take-home final examination in a timely manner as grades are due shortly after the final examination period.

General Online Participation (5%)

There will be opportunities offered throughout the course for students to participate in discussions which are independent of their responses to “Group Presentation” discussion questions. I will maintain a separate discussion board where you (and I) can periodically post discussion questions, interesting factoids, applicable news events/current issues, and other content associated with sexual and relational ethics. Your engagement here, along with *active* participation in our weekly Q and A sessions will make up the final 5% of your participation grade.

Class Rules:

I will be available for remote office hours by appointment (via Zoom or telephone). For students with very detailed questions regarding course expectations and assignments or for students looking for research assistance/writing guidance, I implore you to arrange an appointment with me via email for a Zoom chat or telephone call. For simpler inquiries, I can usually respond to these quickly via email alone. Please DO NOT email me questions though that require immediate responses. Please allow for at least 24-48 hours for email responses. Please write SMF310 in the subject line of your emails. For emergency inquiries you can text me at the phone number provided above. Please only use this number in emergency situations (unless I have asked you to do so for a pre-arranged phone meeting).

NOTE REGARDING CONDUCT – This is a sexuality course and as such we will be addressing material, which can frequently lead to highly contentious discussions and debates, and also content which may potentially be triggering for some students. Please be considerate of your fellow classmates and treat everyone with the dignity and respect that they deserve. Please be respectful of any individual’s need to NOT disclose details regarding their personal sexual and/or gender behaviours, identities, or histories. This class will be taught from an anti-oppressive perspective and I expect students to be considerate of differences amongst their classmates in terms of race, ethnicity, religious affiliation, class, gender, sexuality, and ability.

CONTENT WARNING: This course addresses material that may be personally triggering for students who have experienced forms of social inequality and inequity (whether based on race, sex, gender, sexuality, or ability) or personal trauma/violence (whether physical, emotional, mental, or sexual). If a student has any concerns regarding the content of a particular class or course reading, please email me as soon as possible and we can arrange a discussion regarding your concerns. I would highly recommend that all students thoroughly review the syllabus during the first week of classes and email me to discuss any potential concerns you feel you may have with the material. If you are comfortable, I am ALWAYS open and available for these types of discussions.

NOTE: I realize the above concerns may be experienced ever more acutely within the current context of the COVID-19 pandemic. Please understand that I am here for you if you need to talk, I am happy to work with to ensure your success in the course.

Course Structure

This course is designed to incorporate both lecture and seminar-style pedagogical methods (discussions).

- **Lectures** will be 1-1.5 hours and will typically be posted every Monday by 11:59pm (EDT/EST). Lectures are largely designed to provide students with a solid grounding in the history, philosophical/theoretical frameworks, and key debates concerning the various sexual and relational ethics topics addressed each week. Lectures are also an opportunity for me to break

down the readings (which can be quite theoretically challenging at times).

- **Student-led Group Presentations and Discussions** will be approximately 20-30 minutes and will be posted every Friday (submitted Thursdays at 11:59pm). These presentations will come in various formats. Each will include an analysis of a popular media piece (which in some way addresses the ethical issue for that week). Student-led Group Presentations are **REQUIRED** viewing. Some material from the presentations may be included on the take-home midterm and take-home final examination.
- **Weekly Question and Answer Sessions (Q&A)** are designed for students to have more face to face engagement with the instructor via the Virtual Classroom feature on LEARN. They will be scheduled at a time that is best for the majority of enrolled students (I will send out a Doodle Poll during the first week of classes to establish the best day/time to have our Q and A sessions). Please note that although this is a synchronous component of the course (i.e. you will need to join in at a particular time on a particular day), they will be recorded for those of you who absolutely cannot attend to view later at your own discretion.

WEEKLY CLASS TIMELINE:

MONDAYS = lectures released by 11:59pm (EDT/EST) (please try your best to view the lecture prior to the Group Presentations and Q and A sessions). Time: 1-1.5 hours/week.
THURSDAYS = Group Presentations MUST be deposited in the appropriate Dropbox on LEARN by 11:59pm (EDT/EST) to be posted for viewing on FRIDAYS . Time = 20-30 minutes (max.)/week.
TBD = Weekly "Question and Answer" Sessions with the Instructor. Time: 1 hour/week (synchronous component that is recorded for those who cannot attend). Will be scheduled during the first week of classes (via Doodle Poll).

Course Outline - Weekly Schedule:

Week	Topic	Readings / Assignments Due
1 (Sept. 7-11) Sept. 7: Labour Day (Holiday)	Introductions and Syllabus Overview / "Sexuality" and "Ethics": A Primer	<p><u>Required Academic Readings:</u></p> <p>Read the syllabus thoroughly! 😊</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p><i>Annotate the syllabus activity:</i> syllabus will be posted as a "live" Google document → during the first week of classes, you can comment on and ask clarification questions (regarding the course syllabus and assignments) DIRECTLY on the syllabus (as annotations).</p> <p>Answer "Getting to Know You" Question on Discussion Board (counts for general participation grade).</p> <p>Groups assigned. Introduce yourself to your fellow group members 😊. Decide on a platform to communicate.</p>

Week	Topic	Readings / Assignments Due
		<p>Weekly Group Presentation and Discussion topics randomly assigned by instructor. (Posted by Friday Sept 11th) – the schedule of presentations will be posted to LEARN.</p> <p>Complete Doodle Poll to schedule weekly date/time for Question and Answer Session (IMPORTANT). (poll closes Friday Sept. 11th at 11:59pm EDT/EST).</p>
<p>2 (Sept. 14-18)</p>	<p>Conceptualizing "Sexuality," "Relationships" and "Ethics": The Individual and the Social / The Feminist Sex Wars / Sexual Panics</p>	<p><u>Required Academic Readings:</u></p> <p>Soble – The Fundamentals of the Philosophy of Sex (2002). xvii-xi</p> <p>Dixon-Mueller et al. - Towards a Sexual Ethics of Rights and Responsibilities (2009). 111-119.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>Respond to Weekly Discussion Questions (Instructor-provided).</p> <p>Research Paper Instructions released. *** Begin thinking about research topics (please email me if you have any questions, concerns, or are looking for instructor suggestions/input).</p>
<p>3 (Sept. 21-25)</p>	<p>Sex Work/Prostitution: Questions of Structure vs. Agency</p>	<p><u>Required Academic Readings:</u></p> <p>Shrage – Should Feminists Oppose Prostitution? (1989). 347-361.</p> <p>Doezema – Forced to Choose: Beyond the Voluntary vs. Forced Prostitution Dichotomy (1998). 34-50.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>Student-led Group Presentations begin (please be sure to view the 20-30-minute student presentation <i>in addition to</i> required lectures and Q and A sessions).</p> <p>Respond to Weekly Discussion Questions (Student-provided moving forward; associated with weekly presentations).</p>

Week	Topic	Readings / Assignments Due
<p>4 (Sept. 28- Oct.2)</p> <p>Sept. 28th Last Day to Drop Classes without WD.</p>	<p>Pornography and Censorship: Interrogating Critical Feminist Perspectives.</p>	<p><u>Required Academic Readings:</u></p> <p>Segal – Only the literal: The Contradictions of Anti-Pornography Feminism (1998) 43-62.</p> <p>Mackinnon – Sexuality, Pornography, and Method: Pleasure Under Patriarchy (1989). 314-346.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>5 (Oct. 5-9)</p>	<p>Monogamy, Non- Monogamy, and Polyamory.</p>	<p><u>Required Academic Readings:</u></p> <p>Sheff – Poly Hegemonic Masculinities (2006). 621-642.</p> <p>Noël – Progressive Polyamory: Considering Issues of Diversity (2006). 602-620</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Take-Home Midterm Examination Instructions are released on Friday October 9th by 12pm (EDT/EST) on LEARN. ***</p>
<p>6 (Oct. 12-16)</p> <p>Oct. 12 Thanksgiving Day (Holiday)</p>	<p>Reading Week (no classes).</p>	<p>Complete Take Home Midterm Examination (and enjoy your holiday!) ***</p>
<p>7 (Oct. 19-23)</p>	<p>Exploring “Sexual Consent” Discourses and Propagation of “Rape Culture”</p>	<p><u>Required Academic Readings:</u></p> <p>Mardorossian – Towards a New Feminist Theory of Rape (2002). 743-775.</p>

Week	Topic	Readings / Assignments Due
		<p>Cahill – Why “Derivitzation” is Better than “Objectification” (2013) 335-357.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Take-Home Midterm Examination is due by Monday October 19th at 11:59pm (EDT/EST) on LEARN. ***</p>
<p>8 (Oct. 26-30)</p>	<p>HIV, Condom-less Sex, and the Criminalization of Positive Serostatus Non-Disclosure / The Politics of PrEP and U=U.</p>	<p><u>Required Academic Readings:</u></p> <p>Grant – The Over-Criminalization of Persons with HIV. (2013). 475-484.</p> <p>Huebenthal – Un/Detectability in Times of “Equality”: HIV, Queer Health, and Homormativity (2017). 1-22.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>9 (Nov. 2-6)</p>	<p>Feminist Debates in Transgender Studies: On the Limits of “Trans/Transgender” and the Resurgence of TERFs (Trans-Exclusionary Radical Feminists).</p>	<p><u>Required Academic Readings:</u></p> <p>Elliott – Feminist Embattlement on the Field of Trans (2010). 17-31.</p> <p>Stone – The Empire Strikes Back: A Post-Transsexual Manifesto (2006). 221-235.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p>

Week	Topic	Readings / Assignments Due
		<p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>10 (Nov. 9-13)</p>	<p>Intergenerational Sexuality, "Pedophilia," and Adult-Child Sexual Relations: Issues of Consent</p>	<p><u>Required Academic Readings:</u></p> <p>Angelides – Feminism, Child Sexual Abuse and the Erasure of Child Sexuality (2004). 141-177.</p> <p>Beresford – The Age of Consent and the Ending of Queer Theory (2014). 759-779.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>11 (Nov. 16-20)</p>	<p>Sex Education Debates: Children's "Safety," Childhood "Autonomy", and Parental Rights Discourses.</p>	<p><u>Required Academic Readings:</u></p> <p>Bialystok – "My Child, My Choice"? Mandatory Curriculum, Sex, and the Conscience of Parents (2018). 11-29</p> <p>Robinson – In the Name of 'Childhood Innocence': A Discursive Exploration of the Moral Panic Associated with Childhood and Sexuality (2008). 113-129.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p>

Week	Topic	Readings / Assignments Due
<p>12 (Nov. 23-27)</p>	<p>Issues in Approaching Sexual and Relational Ethics in a Non-Euromerican/Non-Western, Transnational, and Diasporic Context.</p> <p>AND</p> <p>Feminist Sexual and Relational Ethics, White Supremacy, Settler Colonialism, and the [Queer] Feminist of Colour Critique.</p>	<p><u>Required Academic Readings:</u></p> <p>Abu-Lughod – Do Muslim Women Need Saving? Anthropological Reflections on Cultural Relativism and Its Others (2002). 783-790.</p> <p>Mohanty – Under Western Eyes: Feminist Scholarship and Colonial Discourses (1988). 61-88.</p> <p>Lorde (links provided to online essays) - “The Master’s Tools Will Never Dismantle the Master’s House” (1984). “An Open Letter to Mary Daly” (1979). “The Uses of Anger: Women Responding to Racism” (1981).</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Presentation.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Research Paper is due Monday November 23rd @ 11:59pm (EDT/EST) on LEARN. ***</p>
<p>13 (Nov. 30-Dec. 4)</p> <p>Dec. 7th: Classes end.</p>	<p>Kink and BDSM: Critical Feminist and Queer Perspectives</p>	<p><u>Required Academic Readings:</u></p> <p>Cruz - Playing with the Politics of Perversion: Policing BDSM, Pornography, and Black Female Sexuality (2016). 379-407.</p> <p>Weiss – Beyond Vanilla: Public Politics, Private Selves (2011). 143-187.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Attend Q and A Session with Instructor via Virtual Classroom on LEARN.</p> <p>View posted Student-led Group Presentation.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Take-Home Final Examination Instructions are released on Friday December 4th by 12pm (EDT/EST) on LEARN. ***</p> <p>Take-Home Final Examination is due Monday December 14th by 11:59pm (EDT/EST) on LEARN. ***</p>

Late Work

Late assignments will be deducted 5% per day of lateness (including weekends). Assignments that are more than one week late (without adequate medical and/or other requested forms of documentation) will not be graded (THIS IS A FIRM RULE). Extensions will only be granted in exceptional circumstances (for physical and/or mental health issues, bereavement, etc.) and must be approved by the course instructor well in advance of the assignment due date. Medical and/or other forms of requested documentation would be required in order for an extension to be granted.

Information on Plagiarism

As this course involves a number of written assignments, avoiding plagiarism should be of the utmost importance to all students in SMF310. Should there be any questions about the legitimacy of your paper, you will be expected to produce all notes and drafts and discuss your paper in a meeting with the course instructor. Please see the notes on "Academic Integrity" below for more information. I will go over proper citation methods prior to the submission of your research papers.

Re-Grading Policy

Assignments in this course are graded by the instructor. If a student wishes to contest a grade, they must wait at least 24-48 hours beyond when assignment grades are released to submit a 0.5 to 1-page (single-spaced) document outlining in detail where they feel they were graded unfairly, too harshly, inappropriately, etc. With this document submitted, the instructor will undertake the re-grading process, which may result in a grade being increased, decreased, or remaining the same, depending on the instructor's more detailed evaluation. If a student further wishes to contest a grade, they can contact the instructor for a Zoom meeting to consult on furthering the grade contestation procedure.

Important Information:

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.

Academic Integrity Office (UW): A resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and

Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term. Please note I welcome students with diverse learning needs and styles in this course, please feel free to come and talk with me during the first couple weeks of classes, if you would like to discuss methods for approaching effective learning in this course.