

Contemporary academic traditions are built upon the power of a select groups of people; however, that is changing as we move towards classroom content and approaches that acknowledge the importance of inclusivity and equity. This said, I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written. Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honours your identities. My goal is to have meaningful conversations and interactions and create opportunities for intellectual and personal enrichment. To help accomplish these classroom goals, I invite you to partner with me in the following ways:

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk to me

If something was said in lecture or in the class

	Midterm Exam #1	Oct 4 th at 4:00pm EST <i>Content from Weeks 1-4</i>
	Midterm Exam #2	Nov 12 th at 12:00pm (noon) EST <i>Content from Weeks 6-8</i>



In the School of Health Studies, each course instructor sets specific expectations for attendance and

			Course Outline

		<p><i>SmartBook Assignment (Ch. 8) due Nov 21</i></p>	<p>Textbook Chapter 8</p>
		<p><i>SmartBook Assignment (Ch. 12) due Nov 28</i></p>	<p>Textbook Chapter 12</p> <p><i>Supplemental Reading: Fleming, P. J., & Agnew- Brune, C. (2015). Current Trends in the study of Gender Norms and Health Behaviors. Current Opinion in Psychology, 5, 72–77.</i></p> <p>[REDACTED]</p> <p><i>Johnson, D. A., Austin, S. B., & Kawachi, I. (2016). Sexual orientation identity</i></p>

this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

These are practices some students request. These practices will not occur in this course. The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, and there is no re-weighting of exams. Please do not ask us to do this for you. It degrades our experience as your professors and your experience as a student. We all have an appreciation of high standards.

All students in this course need to use OWL to access resources used in this course such as PowerPoint (lecture) presentations, videos, additional handouts and/or readings, and this course outline. Students are responsible to check the OWL site regularly for this course for updates and announcements. Additionally, grades will only be provided to you through the course website – we will not, under any circumstance, convey grades via email or over the phone.

OWL is an electronic shared space that will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space. The privilege of contributing to the site can be revoked if deemed necessary.

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that

A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

It is expected that the grades for this course will fall between 68-72%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a conc

Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material

To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise

In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak

Please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable

Unless invited by your instructor, do not share your screen in the meeting

When participating in online meetings, please consider the following:

If you wish to speak, use the "raise hand" function and wait for the instructor/TA to acknowledge you before beginning your comment or question

Remember to unmute your microphone and turn on your video camera before speaking

Self-identify when speaking

Remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of "netiquette":

Keep in mind the different cultural and linguistic backgrounds of the students in the course

Be courteous toward the instructor, TA, your colleagues, and authors whose work you are discussing (if applicable)

Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment

Be professional and scholarly in all online postings and discussions

Note that disruptive behaviour of any type during online meetings, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures.