



Fall 2021

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| Course & Session Number | SOWK 555 S01 | Classroom | Online |
| Course Name | Africentric Perspectives in Social Work | | |
| Day(s) & Time | September 09 – December 09, 2021 Synchronous Zoom Sessions: Thursdays 6:00 – 8:00 p.m. MT | | |
| Instructor | Instructors: Dr. Patrina Duhaney and Dr. Regine King | | |
| U of C E-mail | patrina.duhaney@ucalgary.ca ; regine.king@ucalgary.ca | U of C Phone: (403) 220 -7309 (403) 210-7596 | Please email your instructors should you wish to schedule an appointment |

SYLLABUS STATEMENT

Explores contexts, theories and practice models in working with specific populations.

COURSE DESCRIPTION

Africentric perspectives in social work explores social work practice with people of African descent and emphasizes the importance and centrality of Africentric perspectives and ways of knowing for social work practice while deconstructing the experiences of anti-Black racism. It draws on historical and contemporary contexts to underscore the ways in which slavery, colonization, racism, and other inequities shape the histories, traditions and lived experiences of peoples of African descent.

This course is experiential, relational, and critical of socio-political and economic histories of Black people in Canada and globally. Students will learn strategies and interventions that are grounded in Africentric principles and values that advance and promote social justice in social work. The course combines lectures, expert guest speakers, critical discussions of literature and other relevant materials (e.g., movies, podcasts, case studies) to engage students in a critical examination of their knowledge base in relation to anti-racist work.

COURSE LEARNING OUTCOMES

1. Critically analyze historical and contemporary institutional and systemic discrimination, oppression, colonialism and legacy of slavery.
2. Develop critical analysis of anti-Black racism at the micro and macro-level structures and within social work education and practice and identify areas in which to take anti-racist actions against anti-Black racism.
3. Develop a critical consciousness of the past and present social, economic and political systems that

- have influenced the experiences of people of African descent globally, and particularly in Canada.
4. Critically articulate understanding of African diaspora and African Canadian presence.
 5. Demonstrate comprehensive knowledge of African ways of knowing (epistemology).
 6. Critically examine ways of integrating and applying Africentric theory and principles that can be applied with people of African descent and other marginalized groups.

CO-TEACHING MODEL

This course adopts a co-teaching model in which planning, organization, delivery and assessment are done collaboratively. Both instructors offer diverse knowledge and varied perspectives. However, to ensure cohesion and an equitable process for all students, it is expected that instructors and students adhere to the following guidelines:

- Assignments will be graded by both instructors; mechanisms are also in place to ensure that each instructor has had an opportunity to view and mark students' work
- All questions and concerns should be directed to both instructors; students who contact only one instructor will be informed that decisions will be made collaboratively with the other instructor.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric social work*. Fernwood Publishing.

Additional required readings and audio/visual content are listed in the class schedule in the table below.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions.

Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform.

CLASS SCHEDULE

| DATE | TOPIC | REQUIRED TEXTS |
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| Week 1 September 9, 2021 | Introduction Relevance of Afri- centric approaches in social work | Bent-Goodley, T., Fairfax, C. N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. <i>Journal of Human Behavior in the Social Environment</i> , 27(1-2), 1-6. https://doi.org/10.1080/10911359.2016.1273682 |

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| | | <p>Daniel, J. B., & Lowe, T. B. (2014). Social work students' acceptance of Afrocentricity into the social work curriculum. <i>Fort Valley State University Journal of Teaching, Learning, and Scholarship</i>, 1(1), 1-17.</p> <p>Schiele, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. <i>Social Work</i>, 41(3), 284-294.</p> |
| <p>Week 2 September 16, 2021</p> | <p>Historical perspectives to Africentricity: Local and global trends</p> | <p>Pellebon, D. A. (2007). An analysis of Afrocentricity as theory for social work practice. <i>Advances in Social Work</i>, 8(1), 169-183.</p> <p>Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 15–26. https://doi.org/10.1080/10911359.2016.1252601</p> |
| <p>Week 3 September 23, 2021</p> | <p>The presence of Black people in Canada</p> | <p>Austin, D. (2010). Narratives of power: Historical mythologies in contemporary Québec and Canada. <i>Institute of Race Relations</i>, 52(1), 19–32.</p> <p>Textbook—Chpt. 3: pp. 44-72</p> <p>Movie: “We are the roots”</p> <p>Podcast: Baird, C. (June 2020). Canada’s slavery history. Canada’s Slavery History – Canadian History Ehx (canadaehx.com)</p> <p>**GUEST SPEAKER Group 1 Discussion of Readings</p> |
| <p>WEEK 4, SEPTEMBER 30, 2021, NATIONAL DAY OF TRUTH AND RECONCILIATION</p> | | |
| <p>Week 5 October 7, 2021</p> | <p>The institutionalization of the Blackness within social, economic, and political structures</p> | <p>Textbook—Chpt. 5: pp. 94-123.</p> <p>Textbook—Chpt. 7: pp. 161-183.</p> <p>Clarke, J., Pon, G., & Phillips, D. (2021). The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (eds), <i>Africentric social work (pp. 94-123)</i>. Fernwood Publishing.</p> <p>Morgan, A., & Bullen, D. (2015). <i>Civil and political wrongs: The growing gap between international civil</i></p> |

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| | | <p>and political rights and African Canadian lives. African Canadian Legal Clinic. http://tbinternet.ohchr.org/Treaties/CCPR/Shared%20Documents/CAN/INT_CCPR_CSS_CAN_20858_E.pdf</p> <p><u>The Skin We're In</u> (CBC gem, featuring Desmond Cole)</p> <p>Group 2 Discussion of Readings</p> |
| <p>Week 6 October 14, 2021</p> | <p>Anti-Black racism and social determinants of health</p> | <p>Textbook—Chpt. 10: pp. 228- 256.</p> <p>Textbook—Chpt. 12: pp. 284-318.</p> <p>Hatcher, S. S., King, D. M., Barnett, T. M., & Burley, J. T. (2017). Mental health for youth: Applying an African-centered approach. <i>Journal of Human Behavior in the Social Environment</i>, 27:1-2, 61-72, DOI: 10.1080/10911359.2016.1259930</p> <p>Thornhill, E. M. A. (2008). So seldom for us, so often against us. Blacks and Law in Canada. <i>Journal of Black Studies</i>, 28(3), 321-337. <u>So Seldom for Us, So Often Against Us (ucalgary.ca)</u>.</p> <p>**GUEST SPEAKER</p> <p>Group 3 Discussion of Readings</p> |
| <p>Week 7 October 21, 2021</p> | <p>Anti-Blackness within social work</p> | <p>Bernard, W. T., & Smith, H. (2018). Injustice, justice, and Africentric practice in Canada. <i>Canadian Social Work Review</i>, 35(1), 147-155.</p> <p>Ewan, A. R., Mullings, D. V., & Clarke, J. (2021). The cultural production of problem baby mamas. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa, Africentric social work. Fernwood Publishing.</p> <p>**GUEST SPEAKER</p> <p>Group 4 Discussion of Readings</p> |
| <p>Week 8 October 28, 2021</p> | <p>Historical and collective trauma</p> | <p>Kumsa, M. K., Mfoafo-M'Carthy, M., Oba, F., & Gaasim, S. (2014). The contours of anti-black racism: Engaging anti-oppression from embodied spaces. <i>Journal of Critical Anti-Oppressive Social Inquiry</i>, 1(1).</p> |

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| | | Mullings, D. V., Morgan, A. M., & Quelleng, H. K. (2016). Canada the great white north where anti-Black racism thrives: Kicking the doors and exposing the realities. <i>Phylon</i> , 53(1), 20-41. |
| Week 9 November 4, 2021 | Africentric ways of knowing, being and doing | Textbook—Chpt. 4: pp. 73-92. Nicolito, A. G. (2011). Delving into the Ethical Dimension of Ubuntu Philosophy. <i>Cultura. International Journal of Philosophy of Culture and Axiology</i> , 8(1), 63-82. Mathebane, M. S. & Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective. <i>International Social Work</i> , 61(6), 1154-1168. Group 1 Film Presentation |
| WEEK 10, NOVEMBER 7-13, 2021, TERM BREAK | | |
| Week 11 November 18, 2021 | The role of spirituality, religion, and church in Black communities | Beagan, B. L., Etowa, J., Thomas Bernard, W. (2012). “With God in our lives he gives us the strength to carry on”: African Nova Scotian women, spirituality, and racism-related stress. <i>Mental Health, Religion & Culture</i> , 15(2), 103-120. https://doi.org/10.1080/13674676.2011.560145 Gayle, N. (2011). Black Women's experiences of spirituality as a form of resistance and activism. <i>Canadian Woman Studies</i> , 29 (1/2), 107-120. <u>Black Women's Experiences of Spirituality as a Form of Resistance and Activism - ProQuest (ucalgary.ca)</u> Group 2 Film Presentation |
| Week 12 November 25, 2021 | The significance of Black resistance and resilience | Forbes, J., Curling, D., & Donaldson, S. (2021). Black women’s resilience. Therapy and support for refugee women. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (eds.), <i>Africentric social work</i> (pp. 257-283). Fernwood Publishing. |

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| | | <p>Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. <i>Journal of Counselling Psychology, 68</i>(1), 1-16.</p> <p>Group 3 Film Presentation</p> |
| <p>Week 13 December 2, 2021</p> | <p>Afri-centered approaches in social work</p> | <p>Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. <i>International Social Work, 44</i>(3), 301-309.</p> <p>Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidence-based Africentric interventions in social work practice with African Americans. <i>Social Work, 54</i>(3), 243-252.</p> <p>Graham, M. J. (1999). The African-centered worldview. Toward a paradigm for social work. <i>Journal of Black Studies, 30</i>(1), 103-122.</p> <p>Whitehead, M. M. (2018). <i>Applying Afrocentric theory to mezzo practice with African–Americans. Journal of Human Behavior in the Social Environment, 28</i>(2), 125-141, https://doi.org/10.1080/10911359.2017.1390521</p> <p>Group 4 Film Presentation</p> |
| <p>Week 14 December 9, 2021</p> | <p>How to become an anti-racist practitioner</p> | <p>Wrap up + Poster Presentations</p> |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse

perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Facilitated Class Discussion/ Participation – Group Assignment

Due Date: September 23, 2021-October 21, 2021

Weight: 20%

Aligned Learning Outcome: 1, 2, 3, 5, 6

You will work in a group of 3-4 students to prepare and facilitate a discussion of assigned weekly readings. You will work in groups based on the weekly topic you select. Groups must be formed during the first two weeks of class.

During the preparatory stages of this assignment, you will complete all assigned readings and prepare 2-3 questions to help guide the discussion. You will have 30 minutes to facilitate the classroom discussions.

Note: Leading group discussions requires facilitation skills—provide a brief overview of topic, use active listening and communication skills, collaborate with co-facilitators, and summarize the key takeaways from the discussion. This assignment does not require any power point presentation. However, you can use creative ways to engage with the class.

Classroom discussions will be evaluated on the extent to which the facilitating group demonstrates the ability to introduce the topic clearly, ask relevant questions, and use creative approaches to facilitate critical conversations.

Assignment 2: Op Ed – Individual Assignment

Due Date: October 14, 2021

Weight: 30%

Aligned Learning Outcome: 1, 2, 3, 4, 5

There are two parts to this assignment; you will be writing a proposal and op-ed. The proposal outlines the steps you will take to create your op-ed. An op-ed (Opposite to the editorial) is an article in a newspaper or magazine that addresses a specific topic (e.g., moral, social, political, educational) and is intended for and engages the general public or a particular audience (e.g., academia). This critical opinion piece must take a position on an issue that concerns people of African descent.

Proposal:

For the proposal, please discuss your topic, arguments you plan to make, relevance of topic, and intended audience. You are also required to list four local news outlets (i.e., newspaper, magazine), campus media or major media outlets that you plan to submit your op-ed and a rationale for each choice. Please only submit to one outlet at a time. Identify relevant sources you will use and how they inform your topic.

Op Ed:

Your op-ed is written in first person narrative. Your opening paragraph should be compelling/persuasive and captivates your audience's attention. If possible, link your op-ed to a current issue in the news. Each paragraph should have a topic sentence which informs the reader of what to expect. Arguments should be supported by both scholarly and popular culture sources. Your closing paragraph should summarize the key arguments and have recommendations and a call to action; please provide three to four recommendations. Your op-ed can integrate anecdotes, personal reflections, or stories. Your op-ed should use active voice, clear and simple language and be jargon free, and has short sentences and paragraphs. The maximum word count is 750 to 1000.

You will write a maximum of four pages for this assignment. Your assignment should follow the following structure: title page (1 pg.), proposal (2 double pgs.), op-ed (2 single pgs.), references (1 pg.). Your paper should have a 1-inch margin. A minimum of 5 references is required. References must be consistent with APA 7 guidelines. Please review the rubric and resources posted on D2L for additional information. Please submit your assignment by the due date on D2L.

Assignment 3: Film Presentation – Group Assignment

Due Date: October 28th-November 25, 2021

Weight: (20%)

Aligned Learning Outcome: 1, 2, 3, 5, 6

For this assignment, you will work in groups of three to four students to present your overview and analysis of a film/movie to the class. All films depict issues relevant to Black communities. You will choose from a list of films provided by the instructors. You are expected to address the following key areas in your presentation:

- Provide a brief overview of the film including main characters
- Discuss the story and issues the film seeks to convey to its viewers

- Clearly articulate the social, cultural, historical context of the film
- Discuss your interpretations and perspective of the representations of Blackness
- Identify the ways in which the film informs your understanding of issues affecting Black individuals and communities
- Identify and describe a critical theoretical theory or perspective that informs your understanding of the film. Please integrate themes from the course to guide your analysis.
- Describe the ways in which the film challenges or provokes critical debate.
- Provide concrete examples with clear descriptions of specific scenes to support your arguments.
- Go beyond the film to find evidence to support your claims. A minimum of five references must be used for this assignment.
- Prepare questions to elicit discussion from the class.
- If available, you may wish to share a trailer with the class

Presentations are 20 minutes in length; you must allot 5 minutes for questions. Please upload a copy of your PowerPoint including references to D2L. All references must be consistent with APA 7 formatting.

Movie Ideas:

1. Just Mercy
2. 12 Years a Slave
3. The Central Park Five
4. Hidden Figures
5. Selma

Assignment 4: Poster Presentation and personal reflection – Individual Assignment

Due Dates: Poster presentation: December 09, 2021; Reflection paper: December 13, 2021

Weight: Poster presentation (15%); Poster paper (15%)

Aligned Learning Outcome: 1, 2, 5, 6

This assignment encourages social work students to intentionally develop their skills and practices to become anti-racist practitioners. From the first day of class, start a collection of principles, moral values, and practices that you want to keep top of mind while engaging with Africentric perspectives to become an anti-racist practitioner. Create a poster from the gathered information as a reminder of your commitment to anti-racist practice. Be creative and keep in mind the values, struggles, resistance and resilience of people of African descent that you are representing.

1) Poster presentation: you will have **five minutes** to present the principles and values from the class that will guide your practice with people of African descent and **five minutes** to receive feedback and comments, and to answer any clarifying questions other students in attendance may have. Be creative and personalize your poster.

2) Personal reflection on the presented poster: You will write a 3 page (double-spaced) personal reflection relating to the process of developing and presenting the poster (1 page), the kind of feedback received from others (1/2 page) and their significance to your learning as an antiracist social work practitioner (1 ½ page).

The following questions may be helpful as a guide to your poster development and presentation:

1. What should students know about me and the principles and values I am presenting to them?
2. What are the top three principles and practices I am committed to uphold in my practice?
3. How will I know that my clients, particularly those of African descent, have experienced these principles in my service delivery?
4. How will my workplace, Black communities, and the systems that govern my practice become aware of my commitment to these principles, values and practices?
5. Be creative and personalize your poster.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Smith, Jane Assignment 2). Assignments are due by 11:59 p.m. on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Assignments submitted after the deadline may be penalized with a grade reduction of 5% per day up to 7 days after which assignments will not be accepted.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

| Grade | Grade Point | Description | Percentage Range |
|--------------|--------------------|--|-------------------------|
| A+ | 4.0 | Outstanding | 95 - 100 |
| A | 4.0 | Excellent – superior performance, showing comprehensive understanding of subject matter | 95 – 100 |
| A- | 3.7 | | 90 – 94 |
| B+ | 3.3 | | 85 – 89 |
| B | 3.0 | Good – clearly above average performance with knowledge of subject matter generally complete | 80 – 84 |
| B- | 2.7 | | 75 – 79 |
| C+ | 2.3 | | 70 – 74 |
| C | 2.0 | Satisfactory – basic understanding of subject matter | 65 – 69 |
| C- | 1.7 | | 60 – 64 |
| D+ | 1.3 | | 55 – 59 |
| D | 1.0 | Minimal Pass – marginal performance | 50 – 54 |
| F | 0.0 | Fail – unsatisfactory performance or failure to meet course requirements | Below 50 |

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**