



Course & Session Number	SOWK 557.01 S01	Classroom	Online
Course Name	International Social Work		
Day(s) & Time	Zoom Sessions, Wednesdays, Sept. 8 – Dec. 8, 2021, 6pm – 7:30 pm Meeting ID: 415 608 9805 Passcode: 587310		
Instructor	Dr. Julie Drolet		
U of C E-mail	jdrolet@ucalgary.ca	U of C Phone	780-492-1594

SYLLABUS STATEMENT

Examines social work practice in specific contexts.

COURSE DESCRIPTION

This course focuses on international social work as a field in social work. It introduces the student to the many different facets of social work internationally and knowledge needed to understand social work in a global world. Current global issues and challenges will be critically explored and discussed, including social development, integrated perspectives, poverty, social protection, human rights, social work and the environment, sustainable development, climate change and disasters, conflict and post-conflict reconstruction, and immigration and forced migration. This course will provide students with an in-depth understanding of international social work and social development.

COURSE LEARNING OUTCOMES

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

1. Conceptualize international social work and social development and understand the importance of an integrated perspective approach in social work practice and policy.
2. Discuss international social work over the past century and identify present day issues relevant to social work.
3. Examine human rights and social justice in relation to international organizations, the UN, and non-government organizations in social work practice and policy.

4. Consider green social work and sustainable development, and the impacts of climate change and disasters in diverse settings.
5. Understand migration, displacement, and forced migration issues affecting immigrants and refugees.
6. Understand the role of research, international exchanges and international cooperation in international social work practice and policy.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required textbook:

Cox, D. & Pawar, M.S. (2013). *International social work: Issues, strategies and programs* (2nd edition). Sage Publications.

This book can be obtained from the University of Alberta Bookstore at 780-492-4215.

Additional readings are posted on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This is an elective course. Students who are interested in an international practicum through the BSW program would benefit from this course. This course integrates community development issues, national and international social policy issues, and immigrant and refugee issues, all courses offered throughout the BSW program.

CLASS SCHEDULE

- Block Week: Monday – Friday, August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

**Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day

Date	Topic	Required Readings
September 8	Welcome and introductions	Complete a profile of yourself on D2L (add photo, short bio, international experiences, interest in the course) Zoom session: Wednesday Sept. 8, 2021, 6:00 pm - 7:30 pm
September 15	Introduction to international social work and social development	Readings – required Cox & Pawar – Chapter 1 UNDP (UN Development Programme) (2015) <i>The Sustainable Development Goals</i> . https://www.undp.org/content/undp/en/home/sustainable-development-goals.html Zoom session: Wednesday Sept. 15, 2021, 6:00 pm - 7:30 pm
September 22	Integrated-perspectives in international social work	Readings– Required Cox & Pawar – Chapter 2 Native Women’s Association of Canada. (2020). <i>A culturally relevant gender-based analysis (CRGBA) starter kit: Introduction, incorporation, and illustrations of use</i> . https://www.nwac.ca/browse/ Training Video: Take the Gender-based Analysis Plus course. https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html Select and watch a Gender-based Analysis Plus microlearning video: https://women-gender-equality.canada.ca/en/gnder-based-analysis-plus/microlearning-videos.html Zoom session: Wednesday Sept.22, 2021, 6:00 pm - 7:30 pm

September 29	Global context of international social work	<p>Readings – Required</p> <p>Cox & Pawar – Chapter 3 and 15</p> <p>IASSW, ICSW & IFSW. (2019). Reflections on the next Global Agenda volume 1. https://www.ifsw.org/product/books/reflections-on-the-next-global-agenda-volume-1/</p> <p>Fact sheet on the United Nations Declaration on the Rights of Indigenous Peoples. https://www.nwac.ca/policy-areas/human-rights/</p> <p>Video: Watch the Unconscious Bias video. https://cihr-irsc.gc.ca/lms/e/bias (Note: you do not need to take the implicit association test)</p> <p>Zoom session: Wednesday Sept.29, 2021, 6:00 pm - 7:30 pm</p>
October 6	Programs and strategies for international social work and social development	<p>Readings – Required</p> <p>Cox & Pawar - Chapters 4, 5, 6</p> <p>Global Affairs Canada. (2017). <i>Canada's feminist international assistance policy</i>. https://canada.ca/en/global-affairs/news/2017/06/canada_s_feministinternationalpolicy.html</p> <p>Zoom session: Wednesday Oct. 6, 2021, 6:00 pm - 7:30 pm</p>
October 13	Poverty, global social issues, and social protection	<p>Readings- Required</p> <p>Cox & Pawar - Chapters 7 – 8</p> <p>Review Goal 1: End poverty in all its forms everywhere website: https://www.un.org/sustainabledevelopment/poverty/</p> <p>UNICEF. (2019). <i>UNICEF's global social protection programme framework</i>. https://www.unicef.org/media/64601/file/Global-social-protection-programme-framework-2019.pdf</p> <p>Read fact sheet on poverty reduction. https://www.nwac.ca/browse/</p> <p>Zoom session: Wednesday Oct. 13, 2021, 6:00 pm - 7:30 pm</p>
October 20	Green social work and sustainable development	<p>Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. <i>International Social Work</i>, 57(4), 338-345. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872814524968</p> <p>Read fact sheet on land justice is gender justice. https://www.nwac.ca/browse/</p> <p>Review the 17 SDGs: https://sdgs.un.org/goals</p>

		Zoom session: Wednesday Oct. 20, 2021, 6:00 pm - 7:30 pm
October 27	Climate change and disasters	<p>Drolet, J., <u>Lewin, B.</u>, & <u>Pinches, A.</u> (2021). Social work practitioners and human service professionals in the 2016 Alberta (Canada) wildfires: Roles and contributions. <i>The British Journal of Social Work</i>, 51(5), 1663-1679. https://doi.org/10.1093/bjsw/bcab141</p> <p>Drolet, J.L. (2021). Societal adaptation to climate change. In T.M. Letcher (Ed.) <i>The impacts of climate change</i> (pp. 365-377). Elsevier.</p> <p>IPCC. (2014) <i>Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change</i> [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. https://www.ipcc.ch/site/assets/uploads/2018/05/SYR_AR5_FINAL_full_wcover.pdf</p> <p>United Nations Office for Disaster Risk Reduction (UNDRR). (2015). <i>Sendai Framework for Disaster Risk reduction 2015-2030</i>. https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030</p> <p>Read fact sheet on emergency management 2018. https://www.nwac.ca/browse/</p> <p>Zoom session: Wednesday Oct. 27, 2021, 6:00 pm - 7:30 pm</p>
November 3	Conflict and post-conflict reconstruction	<p>Readings- Required</p> <p>Cox & Pawar - Chapters 9-10</p> <p>Review International Crisis Group website: https://www.crisisgroup.org/crisiswatch</p> <p>Zoom session: Wednesday Nov. 3, 2021, 6:00 pm - 7:30 pm</p>
November 10		Mid-term break (no class)
November 17	Migration, displacement, and forced migration	<p>Readings- Required</p> <p>Cox & Pawar - Chapters 11-13</p> <p>McEldowney, J.F., & Drolet, J.L (2021). Climate change and refugees. In T. Letcher (Ed.) <i>The impacts of climate change</i> (pp. 537-545). Elsevier.</p> <p>UNHCR. (2019a). <i>Global trends forced displacement in 2019</i>. https://www.unhcr.org/globaltrends2019/</p>

		Review Migration Data Portal website: https://migrationdataportal.org/themes/forced-migration-or-displacement Zoom session: Wednesday Nov. 17, 2021, 6:00 pm - 7:30 pm
November 24	Student presentations	Digital Stories Zoom session: Wednesday Nov. 24, 2021, 6:00 pm - 7:30 pm
December 1	Student presentations	Digital Stories Zoom session: Wednesday Dec. 1, 2021, 6:00 pm - 7:30 pm
December 8	Student presentations Future Challenges and Issues	Digital Stories Readings- Required Cox & Pawar - Chapters 16 UNDP. (2020). <i>Human development report 2020</i> . http://hdr.undp.org/sites/default/files/hdr2020.pdf Zoom session: Wednesday Dec. 8, 2021, 6:00 pm - 7:30 pm

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) for your best learning experiences. 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: Group Poster (25%) – Due October 20 by 11:59pm

Aligned Course Learning Outcomes: 1,2,3,4,5,6

Assignment Description: The purpose of this assignment is to create a group poster (3-4 students per group) using the integrated perspective approach (global, human rights, ecological, and social development) to explore a topic or issue in international social work. The first step is to propose a topic for the poster, provide a minimum of five references, and the names of the group members. The poster should be created in a single page (or slide) to share the poster in the Zoom class on October 27 to their peers. More details about this assignment, expectations and grading criteria will be discussed in class.

Assessment Criteria:

- Outline (5%) due October 6 by 11:59 pm in the assignment Dropbox in D2L
- Group poster (20%) due October 20 by 11:59 in the assignment Dropbox in D2L

A rubric will be posted on D2L.

Assignment 2: Digital Story (50%) – Due November 23 by 11:59pm

Aligned Course Learning Outcomes: 1,2,3,4,5,6

Assignment Description: The purpose of this assignment is to create a digital story that explores international social work, sustainable development, and social development issues. The first step is to develop an outline for a digital story on a topic of relevance to the course, provide a minimum of two references, and propose a creative format for the digital story. Building upon the outline, develop a digital story that includes images, photos, drawings, symbols, spoken words and/or music to explore your selected topic. Digital stories should demonstrate artistic creativity, evidence of critical thinking, deep reflection and a storytelling process. The digital story should be approximately three to five

minutes in length. A variety of formats may be used (Zoom recording, PowerPoint, iMovie, Podcast, digital narrative, etc.) Students will have the opportunity to share their digital story in the final three classes to their peers. More details about this assignment, expectations and grading criteria will be discussed in class.

Assessment Criteria:

- Outline (10%) due November 3 by 11:59 pm in the assignment Dropbox in D2L
- Digital story (40%) due November 23 by 11:59 in the assignment Dropbox in D2L

A rubric will be posted on D2L.

Assignment 3: Participation (25%) – Due December 10 by 11:59pm

Aligned Course Learning Outcomes: 1,2,3,4,5,6

Assignment Description: The participation grade awards marks for active and engaged learning in the course. All students are expected to participate in every class. Should a student be unable to attend class, please contact the instructor by email and make arrangements with the instructor or another student to discuss the materials and activities covered in class. The participation mark will be a combination of your self-assessment (12.5%) and the instructor’s assessment (12.5%).

Self-assessment: Submit a 3-4 minute video or voice clip describing your participation. Participation and engagement should include the following components: 1) class attendance, including participation in online activities; 2) ground rules about professionalism and respectful engagement in class; 3) engagement with guest speakers; 4) contributions to class discussions and learning community; 5) evidence of having completed assigned readings and other preparatory work prior to class; and 6) ability to pose questions and provide constructive feedback to peers in Zoom and D2L.

Assessment Criteria: The assessment criteria for participation will include: Class attendance, including participation in online activities (50%); contributions to class discussions and learning community (25%); and evidence of having completed assigned readings in class discussions and online activities (25%). These criteria will also be used by the instructor to determine the instructor assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. If a student must miss a class, please advise the instructor in advance.

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., Jane Smith Assignment 2). Assignments are due by 11:59pm 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction.

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
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COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

- Banks, S. & Nohr, K. (2012). *Practicing social work ethics around the world: Cases and commentaries*. Routledge.
- Dominelli, L. (2012). *Green social work*. Polity Press.
- Drolet, J., McDonald-Harker, C., Lalani, N., McGreer, S., Brown, MRG, & Silverstone, PH. (2021). Early childhood development challenges in the aftermath of the 2016 wildfire in Alberta, Canada. *Journal on Education in Emergencies*, 7(1), 54-79. <https://doi.org/10.33682/u3ar-wwzm>
- Drolet, J. (2020). Social protection: an essential and effective social policy response during and after COVID-19. *Child & Youth Services*, 41(3), 246-249.
- Drolet, J. (Ed). (2019). *Rebuilding lives post-disaster*. Oxford University Press.
- Drolet, J., Ersing, R., Dominelli, L., Alston, M., Mathbor, G., Huang, Y., & Wu, H. (2018). Rebuilding lives and communities post-disaster: Innovative community practices for sustainable disaster recovery. *Australian Social Work*, 71(4), 1-13.
- Drolet, J., & Sampson, T. (2017). Addressing climate change from a social development approach: Small cities and rural communities' adaptation and response to climate change in British Columbia, Canada. *International Social Work*, 60(1), 61-73.
- Drolet, J., Enns, R., Kreitzer, L., Shankar, J., & McLaughlin, A-M. (2017). Supporting the resettlement of a Syrian family in Canada: The social work resettlement practice experience of Social Justice Matters. *International Social Work*, 61(5), 627-633.
- Drolet, J. (Ed.) (2016). *Social work and social development perspectives on social protection*. Routledge.
- Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015). Women rebuilding lives post-disaster: Innovative community practices for building resilience and promoting sustainable development. *Gender & Development*, 23(3), 433-448.
- Drolet, J. (2014). *Social protection and social development: International initiatives*. Springer.
- Drolet, J. (2014). Getting prepared for international experiential learning: An ethical imperative. In R. Tiessen & R. Huise (Eds.) *Globetrotting or Global Citizenship? Perils and potential of international*

- experiential learning*, pp. 185-197. The University of Toronto Press.
- Drolet, J., Sampson, T., Jebaraj, D., & Richard, L. (2013). Social work and environmentally induced displacement : A commentary. *Refuge : Canada's Journal on Refugees*, 29(2), 55-62.
- Drolet, J. (2012). Climate change, food security, and sustainable development: A study on community-based responses and adaptation in British Columbia, Canada. *Community Development*, DOI: 10.1080/15575330.2012.729412.
- Healy, L.M. & Thomas, R.L. (2021). *International social work* (3rd edition). Oxford University Press.
- Heinonen, T. & Drolet, J. (Eds). *International social development: Social work experiences and perspectives*. Fernwood Publishing.
- Klein, N. (2015). *This changes everything: Capitalism vs. the climate*. Knopf.
- Kreitzer, L. (2012). *Social work in Africa: Exploring culturally relevant social work education and practice in Ghana*. University of Calgary Press.
- Lalani, N., Drolet, J., McDonald-Harker, C., Brown, M.R.G., Brett-MacLean, P., Agyapong, V.I.O., Greenshaw, A.J., Silverstone, P.H. (2021). Nurturing spiritual resilience to promote post-disaster community recovery: The 2016 Alberta wildfire in Canada. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.682558>
- Larson, G., Drolet, J., Samuel, M. (2013, June 5). The role of self-help groups in post-tsunami rehabilitation. *International Social Work*, doi: 10.1177/0020872813477880
- McDonald-Harker, C., Drolet, J., & Sehgal, A. (2021). A strength-based approach to exploring factors that contribute to resilience among children and youth impacted by disaster. *The British Journal of Social Work*, 51(5), 1897-1916. <https://doi.org/10.1093/bjsw/bcab109>
- Midgley, J. (1995). *Social development: The developmental perspective in social welfare*. Sage Publications.
- Olaore, A. & Drolet, J. (2016). Indigenous knowledge, beliefs, and cultural practices for children and families in Nigeria. *Journal of Ethnic and Cultural Diversity in Social Work*, 26(3), 254-270.
- Powers, M. & Rinkel, M. (2017). *Social work promoting community and environmental sustainability*. Retrieved from <http://ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-free-pdf/>.
- Sewpaul, V., Kreitzer, L., & Raniga, T. (Eds.) *The tensions between culture and human rights: Emancipatory social work and Afrocentricity in a global world*. University of Calgary Press.
- Todd, S., & Drolet, J. (Eds.) (2020). *Community practices and social development*. Springer Nature.
- Yan, M.C., & Anucha, U. (Eds.) *Working with immigrants and refugees: Issues, theories and approaches for social work and human service practice*. Oxford University Press Canada.

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 AND GENDER-BASED 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/university-policies-procedures/sexual-and-gender-based-violence-policy>

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

