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| Course & Session Number | SOWK 371 S01 | Classroom | Online |
| Course Name | Social Work and Diversity | | |
| Dates and Time | Start of Classes: September 6, 2022 End of Classes: December 7, 2022 Zoom sessions: Thursdays 1:00 – 3:50 p.m. Mountain Time (MT). Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . | | |
| Instructor | Dr. Patrina Duhaney, PhD | Office Hours | Please email the instructor should you wish to schedule an appointment. |
| UCalgary E-mail | patrina.duhaney@ucalgary.ca | UCalgary Phone | (403) 220-7309 |

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Students will critically examine the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society.

This course has no prerequisites or co-requisites.

COURSE DESCRIPTION

In this course, students will be exposed to issues of diversity and oppression as well as the social work professional roles and responsibilities for understanding and critically engaging in addressing them. Central to this course are learning about theories of power and developing critical understanding of social structures and relations and how they shape experiences of marginalization and oppression. Students are encouraged to critically engage with course material, class activities and discussions to examine and critically address issues of diversity and oppression in their journey to becoming professional social work practitioners seeking social justice and broader social change and transformation. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course. Also central to this course are theories and application of intersectionality as they shape social work's perceptions on issues of diversity and oppression. Students are encouraged to develop their critical understanding of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels.

COURSE LEARNING OUTCOMES

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

1. Demonstrate critical understanding of theories of power and how they shape social structures and relations;
2. Articulate their understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations;
3. Demonstrate critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation;
4. Apply critical practice knowledge and skills for working with diverse populations;
5. Apply critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth;
6. Evaluate professional identity and explain how it is consistent with the social justice mission of social work; and, how it is reflective of and adheres to the profession's Code of Ethics; and
7. Describe awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Al-Krenawi, A., Graham, J. R., & Habibov, N. (Eds.). (2016). *Diversity and social work in Canada*. Oxford University Press.

Saad, L. F. (2020). *Me and white supremacy: Combat racism, change the world, and become a good ancestor*. Sourcebooks.

Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice* (2nd ed.). John Wiley & Sons, Inc.

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 are required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is foundational to all courses in the BSW program as it helps prepare students for generalist social work practice, exposes them to various critical perspectives, and provides them with tools to enhance their understanding of diversity and social justice.

| CLASS SCHEDULE | |
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| Date | Topics & Readings |
| September 8, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Introduction, overview of course, assignments and expectations Brydon, K. (2011). Promoting diversity or confirming hegemony? In search of new insights for social work. <i>International Social Work, 55</i> (2), 155–167. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872811425807 Sue et al. (2016). pp. 3-28. |
| September 15, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Theoretical approaches to diversity Pon, G., Giwa, S., & Razack, N. (2016). Foundations of anti-racism and anti-oppression in social work practice. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 38-58). Oxford University Press. |

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| | Sue et al. (2016). pp. 29-58. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4205782 |
| Asynchronous | Journaling (Identify 4 relevant theories discussed in class/readings and write 4 keys points of how each informs your understanding of diverse populations) |
| September 22, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Power, privilege and inequality Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work</i> , 35, 435-452. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bch190 Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. <i>Journal of Social Work</i> , 6(1), 33-51. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/1468017306062222 |
| Asynchronous Activity | Journaling (Me and white supremacy workbook) |
| September 29, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Oppression and the matrix of domination Saad. (2020). pp. 32-74. Sue et al. (2016). pp. 89-116. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4205782 Young, I. M. (2014). Five faces of oppression. In S. N. Asumah, & M. Nagel (Eds.). <i>Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives</i> (pp. 3-32). State University of New York Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3408886 |
| Asynchronous Activity | Journaling (Me and white supremacy workbook) |
| October 6, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Whiteness and white supremacy Accapadi, M. M. (2007). When white women cry: How white women’s tears oppress women of colour. <i>College Student Affairs Journal</i> , 26(2), 208-215. https://files.eric.ed.gov/fulltext/EJ899418.pdf Saad. (2020). pp. 12-26. Sue et al. (2016). pp. 179-206. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4205782 |

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| | Yee, J. Y., & Dumbrill, G. C. (2016). Whiteout: Still looking for race in Canadian social work practice. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 13–37). Oxford University Press. |
| Asynchronous Activity | Journaling (Me and white supremacy workbook) |
| | Assignment 1: Racial autobiography Due! |
| October 13, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Race, racism, and racialization Chan, W., & Chunn, D. (2014). <i>Racialization, crime, and criminal justice in Canada</i> . University of Toronto Press. (pp. 3-23). Karumanchery, L. L. (2006). Living with the traumatic: Social pathology and the racialization of Canadian spaces. In C. Teelucksingh (Ed.), <i>Claiming space: Racialization in Canadian cities</i> (pp. 173-194). Wilfrid Laurier University Press. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/407366 Saad. (2020). pp. 75-123. |
| Asynchronous Activity | Journaling (Me and white supremacy workbook) |
| October 20, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Intersectionality Adichie, C. N. (2009, October). <i>The danger of a single story</i> [Video], TED Conferences. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare Yan, M. C. (2016). Multiple positionality and intersectionality: Towards a dialogical social work approach. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 114-138). Oxford University Press. |
| October 27, 2022 1:00 – 3:50 p.m. MT Synchronous Zoom Session | Indigenous peoples and communities Davis, L., Hiller, C., James, C., Lloyd, K., Nasca, T., & Taylor, S. (2017). Complicated pathways: Settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples. <i>Settler Colonial Studies</i> , 7(4), 398-414. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/2201473X.2016.1243086 Neckoway, R., & Brownlee, K. (2016). Social work with Aboriginal families. A traditional and urban dialectic. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 139-166). Oxford University Press. |
| | Assignment 2: Movie Analysis Presentations (Groups 1, 2 & 3) |

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| <p>November 3, 2022</p> <p>1:00 – 3:50 p.m. MT</p> <p>Synchronous Zoom Session</p> | <p>Immigrants and refugees</p> <p>Bernhard, J. K., Goldring, L., Young, J., Berinstein, C., & Wilson, B. (2007). Living with precarious legal status in Canada: Implications for the well-being of children and families. <i>Refuge</i>, 24(2), 101-114. https://doi.org/10.25071/1920-7336.21388</p> <p>Dutta, D. & Klein, R. A. (2016). Adaptation and acculturation among new Canadians: Implications for intergenerational relations and social work practice. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 191-219). Oxford University Press.</p> <p>Montgomery, C. (2016). Narratives as tools in intercultural intervention with immigrant and refugee populations. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 220-246). Oxford University Press.</p> |
| | <p>Assignment 2: Movie Analysis Presentations (Groups 4 & 5)</p> |
| <p>November 6-12, 2022</p> | <p>TERM BREAK (NO CLASSES)</p> |
| <p>November 17, 2022</p> <p>1:00 – 3:50 p.m. MT</p> <p>Synchronous Zoom Session</p> | <p>Sexual diversity</p> <p>Brotman, S., & Lee, E.O. (2011). Exploring gender and sexuality through the lens of intersectionality: Sexual minority refugees in Canada. <i>Canadian Association for Social Work Education</i>, 28(1), 151-156. https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/41658841</p> <p>Ghabrial, M. A. (2017). “Trying to figure out where we belong”: Narratives of racialized sexual minorities on community, identity, discrimination, and health. <i>Sexuality Research & Social Policy</i>, 14(1), 42-55. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s13178-016-0229-x</p> <p>Walsh, C. A., Mulligan, C., & Dolcecore, G. (2016). Social work and sexual diversity: A review. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 272-293). Oxford University Press.</p> |
| <p>November 24, 2022</p> <p>1:00 – 3:50 p.m. MT</p> <p>Synchronous Zoom Session</p> | <p>Practice implications with diverse people and communities</p> <p>Durst, D. (2016). Macro practice with diverse communities: New challenges for social workers. In A. Al-Krenawi, J. R. Graham, & N. Habibov (Eds.), <i>Diversity and social work in Canada</i> (pp. 88-112). Oxford University Press.</p> <p>Saad. (2020). pp. 125-170.</p> <p>Saad. (2020). pp. 172-210.</p> |
| <p>Asynchronous Activity</p> | <p>Journaling (Me and white supremacy workbook)</p> |
| <p>December 1, 2022</p> <p>1:00 – 3:50 p.m. MT</p> | <p>Review and re-imagining claims of diversity</p> |

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| Synchronous Zoom Session | |
| | Assignment 3: Commitment to anti-racism and social justice Due December 8, 2022! |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to attend and participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please inform your instructor prior to the start of class. 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. Unless advised (or agreed) by your instructor, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

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. 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: Racial autobiography – individual assignment

Due Date: October 6, 2022, by 11:59 p.m.

Weight: 30%

Aligned Learning Outcome: 1, 2, 4, 5

This assignment aims to increase student’s racial consciousness. Students will gain a better understanding of the pervasiveness of racism (subtle and overt), the ways they may be implicated in perpetuating racism and actions they can take to help dismantle everyday racism and racist power structures. Students are asked to demonstrate how their experiences influence and shape their

perceptions, attitudes, beliefs, assumptions, racial identity and interactions with people of a different race. Students should consider the following questions as a guide and provide specific examples.

- 1) When did you first become aware of race and racial differences?
- 2) Who informed these early experiences (i.e., family, friends, community)
- 3) In what ways did these experiences and interactions inform your understanding of yourself and others?
- 4) What meanings did you attach to these interactions and experiences?
- 5) What pivotal life experiences inform your values, beliefs, perceptions, and behaviours?
- 6) What gets lost when you focus on only one aspect (i.e., race) of your identity?

Papers should be a maximum of 4-5 double-spaced pages, 1-inch margin, 12-point font, not including cover page/references and comply with APA standards (7th Edition). Students should use a minimum of 6 references. Marks will be deducted for grammatical and spelling errors as well as improper citation. Please refer to the rubric posted in D2L for additional information.

Assignment 2: Movie analysis – group assignment

Due Date: October 27th and November 3, 2022

Weight: 25%

Aligned Learning Outcome: 1, 2, 4, 5, 6

This assignment requires students to select a relevant film that critically depict and illuminate key themes discussed in the course. Students must articulate how the film informs or expand their understanding and or challenge their perspectives on one of the following themes:

1. Gender identity and/or sexual identity
2. Race
3. Class
4. Mental health
5. Disability

Students must 1) Provide a brief overview of the film (show a trailer if available); 2) Identify the social and historical context within which the film occurs; 3) Identify the ways in which the film informs your understanding of equity issues; 4) Discuss how each group member's social location and lived experiences a) inform their interpretation of the film, and b) influence knowledge shared among their peers; and 5) Highlight the ways in which the film informs your future practice as social workers. Each presentation is 25 minutes, 20 mins to present content and 5 minutes to respond to questions and comments from the class. Students must use direct quotes to support their arguments and demonstrate how the film aligns with themes from the course. Students are encouraged to ensure their presentation does not exceed the allotted to time. Please refer to the rubric posted in D2L for additional information.

Prior to delivering their presentation, each group is required to provide the name of the film, their reasons for selecting the film and how it relates to the theme they chose. Group 1, 2, 3 must submit one paragraph that captures this information via D2L by September 29th and Groups 4 & 5 must submit their one paragraph by October 6th.

Assignment 3: Commitment to anti-racism and social justice – individual assignment

Due Date: December 8, 2022, by 11:59 p.m.

Weight: 35%

Aligned Learning Outcome: 1, 2, 3, 4, 5, 6

In this assignment, students are required to provide an in-depth reflection and analysis of their experience completing the “Me and white supremacy” workbook. Students will grapple with and interrogate the subtle and distinct ways systems of oppression manifest within them, through people they encounter, their communities and the spaces they navigate. Students are encouraged to keep a journal as they work through the book that captures their feelings, conflicting emotions (i.e., relief, shame, resentment, fear, anger), and questions that arise. Students should identify how they plan to take ownership in challenging systems of oppression and dismantling white supremacy.

Papers should be a maximum of 6-7 double-spaced pages, 1-inch margin, 12-point font, not including cover page/references and comply with APA standards (7th Edition). Students should use a minimum of 8 references. Marks will be deducted for grammatical and spelling errors as well as improper citation. Please refer to the rubric posted in D2L for additional information.

Assignment 4: In-class participation and reflection activities – individual assignment

Due Date: Ongoing

Weight: 10%

Aligned Learning Outcome: 1, 2, 3, 4, 5, 6, 7

The purpose of this assignment is to enhance students’ learning and critical thinking skills. Students are expected to attend classes prepared (i.e., completed all assigned readings and activities). Students should listen attentively, provide insightful comments or responses during small and large group discussions. Participation grades will be based on the instructor’s assessment and students’ own self-assessment of their participation.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. No make-up options are available for missed classes.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments should be submitted in Word format. Assignments should have a file name as follows: Last name, first name and assignment number (e.g., Williams, Tamika: Assignment 2). Please submit all assignments electronically through their respective Dropbox folder in D2L by 11:59 p.m. MT. 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 will be penalized with a grade reduction (5% per each day. e.g., 90 to 85%). It is the student’s responsibility to request an extension from the instructor should you

require more time. Extensions are only granted after careful consideration and for extenuating circumstances.

EXPECTATIONS FOR WRITING

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

Unless instructed otherwise, each paper must be typed with one-inch margins and double spaced. Acceptable fonts include Times New Roman 12pt, Calibri size 11pt, Arial 11pt, Lucida Sans Unicode 10pt, and Georgia 11pt. All papers must comply with APA standards (7th Edition).

Students must adhere to the page limitation for each assignment; pages beyond this guideline will not be used as part of the assessment. Page limit does not include cover page or references.

Documents should be written and saved as a Microsoft Word file.

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>

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| GRADING |
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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. This grading system overrides the grading system in D2L.

| Grade | Grade Point | Description | Percentage Range |
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| 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 |

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| 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 |

COURSE EVALUATION

Informal student feedback will be sought during the course. Formal student feedback will also 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.

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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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