

Course Number	SOWK 622.01 S02	Classroom	Online
Course Name	International Social Work in Canada		
Day(s) & Time	Zoom sessions on Tuesdays 6:30 to 9:00 PM Jan 12, 19, 26; Feb 2, 9, 23; March 2, 9, 16, 23; April 6, 13		
Instructor	Liza Lorenzetti, PhD, MSW, RSW		
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SYLLABUS STATEMENT

Application of theories and concepts of international social work and community development to practice, with a focus on promoting change and challenging structured inequalities. Development of skills, strategies and tools for engaging in international social work and community development in international and North American settings

COURSE DESCRIPTION

Situating Canada as a site for international social work, this course will focus on the ethics, knowledge and skills required for practice in the Canadian context. We will examine the roles of individuals, communities, organizations and systems and their impacts on local/national/transnational politics, policies and movements. Key concepts include colonialism and nation-building; power, privilege, systemic disadvantage and intersectionality; migration, forced migration, trafficking and (re)settlement. Popular education and experiential learning will be used to promote critical self-reflection and solidarity practices. Students will develop and enhance skills that can be employed in the contexts of community, organizations and policy work.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Be emerged in an ongoing process of critical self-reflection/analysis, group discussion and action towards defining their roles and readiness for international practice – weaving together the notions and connections of local and global.
2. Examine and apply their understanding of structural injustice, intersectional oppression (racism, classism, sexism, hetero/cis-sexism, ableism, faith-based discrimination etc.), group-work, community organizing and systems change.
3. Gain competence in applying a selection of tools utilized in community social work as an invitation to develop their own approaches to address structural inequalities and promote human rights and social-ecological justice locally and internationally.
4. Use identity-based caucusing to support critical reflexivity towards an antiracist and anticolonial personal framework, thinking and feeling with compassion and building congruence between self and social work values.
5. Understand both roles and relationships in reconciliation at home and abroad.
6. Build their network of community practitioners through relational activities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. All required readings and audio/visual content is listed in the class schedule and 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 course is taken concurrently with SOWK 620.01: International Social Work in Canada and is one of the core course courses offered in International Community Development specialization. The content of this course relates the international context of social justice and social policy to social work practice in internationalized settings or situations. The course is a pre-requisite for SOWK 624.01: Advanced Practice in Sustainable Development and SOWK 626.01: Social Work & International Development Projects.

CLASS SCHEDULE

***Some Guests To Be Confirmed**

Date	Topic	Readings/Assignments Due
January 12 6:30 – 9:00	Welcome to the International and Community Development Specialization <ul style="list-style-type: none"> • Opening: DP White Quills Aakoamiyanisttsi'nihkiaki ▪ Community Supper (Introductions, Welcome from Instructors /Virtual “Food Sharing” ▪ Program and course philosophy and details <p>Prepare for class: Students are asked to prepare a two minute introduction to share the following: Your name, background (social location), why you chose to join ICD and something interesting about you that you may have common with someone else in our virtual room</p>	<p>Read: Gehl, L. (2013, February). <i>The turtle must lead, anything else is false solidarity</i>. Rabble.ca Retrieved from http://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity</p> <p>View: Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series</i>. Retrieve from https://www.youtube.com/watch?v=85PPdUE8Mb0</p> <p>Sanchez, N. (2019, March). <i>Decolonization is for everyone</i>. TEDX SFU. Retrieve from https://www.youtube.com/watch?v=QP9x1NnCWNY</p>

<p>January 19 6:30 – 9:00 <i>Community time begins at 6:10PM</i> *community time is strictly voluntary as an opportunity to informally discuss current community issues related to social justice</p>	<p>Foundational concepts: Power and Collective Movements for Social Justice</p> <ul style="list-style-type: none"> • Webinar to be shown in class <p>Discussion questions?</p> <ul style="list-style-type: none"> • What is international practice in Canada • Who are international practitioners? • Activity: Critical Reflexivity as roots for creating ethical space for community organizing – collective values <p>Prepare for class: <i>What are three core values that you are committed to and an example or story?</i></p>	<p>Read:</p> <p>Gilbert, A., & Sliep Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. <i>South African Journal of Psychology</i>, 39(4), 468-479. doi:10.1177/008124630903900408</p> <p>Hiranandan V. (2011). <i>Canadian identity: Implications for international social work by Canadians</i>. <i>Critical Social Work</i>, 12(1). <i>Retrieve from</i> https://ojs.uwindsor.ca/index.php/csw/article/download/5845/4814?inline=1</p>
<p>January 26 6:30 – 9:00 <i>Community time begins at 6:10</i></p>	<p>A Critical Lens to Community Practice Theories with a Focus on Internationalization at Home</p> <ul style="list-style-type: none"> • A discussion of diverse approaches to community organizing and social change • Organizing in the context of the international community at home 	<p>Read:</p> <p><i>Anti-racist organizational change: Resources and tools for nonprofits</i>. CommunityWise Resource Center. <i>Retrieve from</i> http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf</p> <p>Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first Canadian Edition). Nelson Education Ltd. (Read pp.35-67).</p>
<p>Feb 2 6:30 – 9:00 <i>Community time begins at 6:10</i></p>	<p>Transnational Labour Migration</p> <ul style="list-style-type: none"> • Capitalism and migrant workers: Status, precarity and migrant Justice • Guests: Nellie Alcaraz (Migrante Alberta) and Vanesa Ortiz (Association of Mexicans in Calgary) • Small group discussion <p>Prepare for class: <i>Come to class prepared to discuss your take-aways from the films in relationship to your role as an</i></p>	<p>Read:</p> <p>Alcaraz, N. Ferrer, I., Aves, G. & Lorenzetti, L (2020). Hiding for survival: Highlighting precarity and lived experiences of non-status Filipinos in Canada amidst labor abuse. <i>Journal of Human Rights and Social Work</i> (in press). <i>Posted on D2L</i></p> <p>View:</p> <p>Review a minimum of 2 of the 3 films below from the Migrant Rights Film Festival. Films can be accessed from: http://mrff.ca</p> <ul style="list-style-type: none"> • Guy, M. & Boti, M. (2012). The end of immigration? • Sook Li, M. (2003). <i>El contrato</i>.

	<i>international practitioner in Canada.</i>	<ul style="list-style-type: none"> • Krishna, L. (2007). <i>The m word</i>. <p>Recommended: Zoledziowski, A. & Gutierrez, N. (2020). <i>Land defenders are killed in the Philippines for protesting Canadian mining</i>. Vice World News. Retrieve from https://www.vice.com/en/article/qj4743/land-defenders-are-killed-in-the-philippines-for-protesting-canadian-mining</p>
February 9 6:30 – 9:00 <i>No Community time for this class</i>	Aspiration Assignments Video Presentations and Q&A	No Readings for this class
February 23 6:30 – 8:00 <i>Community time begins at 6:10PM</i>	Black History Month Students are asked to attend one of the Faculty of Social Work’s Black History Month events. We will join together for a shorter class and an introduction to Caucus discussions <ul style="list-style-type: none"> • Identity-Based Caucus Experience Led by: Lemlem Haile & Jeff Halvorsen 	<p>Read: Hudson, K.D. & Mountz, S.E. (2016). Teaching note—Third space caucusing: Borderland praxis in the social work classroom. <i>Journal of Social Work Education</i>, 52(3), 379-384. doi: 10.1080/10437797.2016.1174633</p> <p>View: Crenshaw, K., (2016, October). <i>The urgency of intersectionality</i> . TED. Retrieve from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en</p> <p><i>HERstories on Anti-Racism and Decolonial Organizing</i>. Retrieve from https://www.youtube.com/watch?v=Qpy4ky8bWEw</p>
March 2 6:30 – 8:00 *Short class <i>Community time begins at 6:10PM</i>	Organizing for Power <ul style="list-style-type: none"> • Advocacy • Practice experiences and simulations 	<p>Read: Momin, A.R. (2004). Multi-communitarianism in a fragmented world. <i>Asia Europe Journal</i>, 2(3), 445-459.</p> <p>Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12. Retrieved from http://pubs.iied.org/pdfs/G01974.pdf</p>
March 9 6:30 – 9:00	Community Practice Seminar I	<p>Read: Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). <i>Promoting community change: Making it happen in the real world</i> (first</p>

<p><i>Community time begins at 6:10PM</i></p>	<ul style="list-style-type: none"> • Employing network theory in community social change work • Enhancing community engagement and practicing facilitation skills 	<p>Canadian Edition). Nelson Education Ltd. (Read Chapter 7: Powerful Planning 142-165 and Chapter 15: Lobbying 362-378).</p> <p>Resources to Browse:</p> <p>Institute of Development Studies. (n.d.). <i>Participatory methods</i>. (review all tabs). Retrieve from http://www.participatorymethods.org</p> <p>Center for Community Health and Development. (2020). <i>Community toolbox</i>. Retrieved from https://ctb.ku.edu/en</p> <p><i>Inspirational Conversation Assignment Due</i></p>
<p>March 16 6:30 – 9:00 <i>Community time begins at 6:10PM</i></p>	<p>Migration, Forced Migration, Refugeeism, and Resettlement</p> <ul style="list-style-type: none"> • Guests to share experiences and insights 	<p>Read:</p> <p>Lee., E.O.J. (2019). Responses to structural violence: The everyday ways in which queer and trans migrants with precarious status respond to and resist the Canadian immigration regime. <i>International Journal of Child, Youth and Family Studies</i>, 10(1): 70–94 doi: 10.18357/ijcyfs101201918807</p> <p>View:</p> <p>Alatrash, G. (2017). <i>To Syria with love</i>. TedX Calgary. https://www.youtube.com/watch?v=s4BzIRjlvlo</p>
<p>March 23 6:30 – 9:00 <i>Community time begins at 6:10PM</i></p>	<p>Practicing Reconciliation Local to Global Experiences: Guest Panel & Discussion</p> <ul style="list-style-type: none"> • Dr. Yvonne Poitras Pratt, Dr. Patricia Danyluk, Mick Elliot, Chatai Minet, Dr. Eliza Vandeborn: <i>Turtle Island/Canada</i> • Dr. Regine King: <i>Rwanda</i> • Saba Amro, Miriam Mier: <i>Palestine & Israel</i> 	<p>Read:</p> <p>King, R. U. & Maiangwa, B. (2020). Perceptions on truth and reconciliation: Lessons from gacaca in post-genocide Rwanda, in A. Craft & P. Regan (Eds). <i>Pathways of reconciliation. Indigenous and settle approaches to implementing the TRC's calls to action</i> (pp. 35-65). The University of Manitoba Press.</p> <p>Poitras Pratt, Y. & Danyluk, P. (2019). Exploring reconciliatory pedagogy and its possibilities through educator-led praxis. <i>The Canadian Journal for the Scholarship of Teaching and Learning</i>. 10(3), 1-16. doi.org/10.5206/cjsotl-rcacea.2019.3.9479</p> <p>View:</p> <p>The Parents Circle <i>Families Forum</i>. (2010). <i>Israeli and Palestinian bereaved families supporting peace, reconciliation and tolerance</i>. Retrieve from</p>

		https://www.youtube.com/watch?v=qMNg6NQSIlo
<p>April 6 6:30 – 9:00 <i>Community time begins at 6:10PM</i></p>	<p>Community Practice Seminar II: Passion Projects</p> <ul style="list-style-type: none"> • Community planning and mobilization • Social movements • Participatory action research <p>Guests</p> <ul style="list-style-type: none"> • Dr. Aamir Jamal • Dr. Rita Dunghel <p>Prepare for class: <i>What is your passion project for social justice?</i></p>	<p>Read: Lorenzetti, L. & Dhungel, R. (2020). Community-led transformative research tools and applications: From Canada to Nepal. <i>Canadian Journal of Action Research</i>, 20(3), 36-54.</p> <p>View: Jamal, A. & Lorenzetti, L. (2020, July). <i>Bringing Hujra to Canada: A culturally relevant community based transformative learning approach for gender justice among Pashtun community in Canada</i>. The 2020 to 2030 Social Work Agenda: Co-Building Social Transformation, The International federation of Social Worker Online Conference. Posted on D2L</p> <p>Chirino, V., Oliphant, F. Halvorsen, J., Benavides, S. Lorenzetti, L. & Humphrey, T. (2020, July). <i>Latino men’s well-being: Preventing domestic violence</i>. The 2020 to 2030 Social Work Agenda: Co-Building Social Transformation, The International federation of Social Worker Online Conference. Posted on D2L</p> <p>Prepare for class:</p>
<p>April 13 6:30 – 8:30 Short class <i>Community time begins at 6:10PM</i></p>	<p>Harvesting our Collective Knowledge</p> <ul style="list-style-type: none"> • Reflecting on our learnings, our relationships and our community <p>Prepare for class: <i>The central theme of Elder in the Making is the concept of ‘becoming’ through listening, learning and good works, the person that one is meant to be. What reflections from this film and other course content, can you bring to your practice?</i></p>	<p>Read: Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i>. Toronto, ON: Between the Lines. (Read pp. 21-45)</p> <p>View: Chris Hsiung (Director) (2018). <i>Elder in the making</i>. Link to stream the film available on D2L</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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: Aspirations Assignment: Zoom Video. Due February 9, 2021 (Share in class and post to D2L) 30%

Create your own video: *My Foundation for Ethical International Practice*. Present an integration of your thoughts and experiences in relation to the following questions:

- 1) Who am I? (include social location, connection to the land, and positionality)
- 2) What would I consider as my core values?
- 3) What are 2 or 3 experiences that have shaped my thinking and actions?
- 4) What are my aspirations and goals with regards to my ICD program?
- 5) How does my social location, experiences and context shape or impact these goals?
- 6) How do I plan to implement my goals (including my practicum)?
- 7) What questions do I have that I hope can be answered in the course of my ICD program?

*The intent of this assignment is to lay the groundwork for the student's journey through the ICD Specialization. Video submissions should be 8-10 minutes. Grading guide on D2L.

Aligned CLOs: 1, 6

Assignment 2: Inspirational Conversations. Presentations shared in Pods. Students to Select Presentation Dates in March 2021 (Sign up for 1 of the following dates on D2L: March 15, 6:30-8pm OR March 17: 7:30 to 9pm or March 19: 12:00 to 1:30pm) 30%

The purpose of this assignment is to introduce learners to community organizers who have demonstrated abilities in advancing progressive social change. Through an online interview, learners will identify skills, personal qualities and challenges faced by change-makers and formulate new understandings of social issues and social action.

Step One – Conversation

At the beginning of this course, each learner will be presented with the name, profile and contact information of a community organizer/activist. You will interview your contact using this interview guide and some of your own questions. Guiding questions include: “Who inspired or mentored you to get involved in social justice work?” “What areas or issues are you working on?” “How does your work relate to local and global issues/concerns?” “What challenges do you face?” “What have been your most important accomplishments?” “What advice can you share with emerging community organizers?”

Step Two – Pod presentations. Learners will present the key content, learning and reflections from their conversations in pods (small groups) on a selected presentation date in March 2021. Presentation formats are flexible. Presentation time is approximately 10-15 minutes per presentation. Grading guide on D2L.

Aligned CLOs: 2, 5,6

Solidarity Action and Analysis: 40% Due April 18, 2021 11:59 PM

- 1) Choose issue of social inequity or injustice that you would like to see changed or addressed that is both “local” and beyond socially-constructed political borders (Indigenous rights/colonialism; climate justice/refugeeism/violence against women etc.)
- 2) Conduct background research to deepen your knowledge on the issue and document what actions are being proposed or taken (if any), and how you might engage with the issues.
- 3) Select a method/approach for getting involved. This can include any of the following: Write a letter to an elected official; 2) Write a to the editor 3) Attended a social action (Covid19 permitted – can be an online action) 4) Attend an organizational/community meeting 5) Attend a forum or workshop (please confirm your topic/action with the instructor)
- 4) Write a critically reflexive account of your participation and submit artifact (poster, link etc) from the action. Respond to the following questions:
 - a) What issue did you choose and why is it important? (minimum of 3 references from background research)
 - b) What are one or two theories that help frame this issue? (e.g. Intersectionality; feminism; critical race theory – minimum 3 references)
 - c) How is this issue both local and international? (minimum 3 references)
 - d) What strategies and actions are currently being employed to address this issue?
 - e) What actions(s) did you take for your activity and what are your reflections and self-evaluation on how you engaged with this experience (please include your positionality as a lens for this reflection)?

- f) What social work practice approaches could be used to further address this issue and what are the challenges (minimum 3 references)

Approx. 10-12 pages – Times New Roman 12 font/double spaced not including references and title page (minimum 12 references, APA 7 formatting). Grading guide on D2L.

Aligned CLOs: 1, 2, 3, 4, 5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit assignments 1 and 3 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., Name, Assignment 3). Assignments are due before midnight 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 will be penalized with a grade reduction of 5% per day. No extensions will be provided if requested on the due date.

EXPECTATIONS FOR WRITING

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 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Student

COURSE EVALUATION

Feedback will be sought throughout the course and 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

Additional suggested readings for the course be provided to students as a separate document or in D2L in order to manage the length of this course outline.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

STUDENTS WITH CAREGIVING RESPONSIBILITIES

We ask that students collaborate with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. Thus, bringing children to class in order to cover a gap in care is perfectly acceptable. If you require further accommodation, please talk to us

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 at <http://www.ucalgary.ca/policies/files/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://www.ucalgary.ca/policies/files/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/policies/files/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**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**