



Course & Session Number	SOWK 371 S03	Classroom	Online
Course Name	Social Work and Diversity		
Day(s) & Time	Zoom sessions: Thursdays, 9:00 - 11:50am Mountain Time (MT)		
Instructor	Dr. Ajwang' Warriia, PhD	Office Hours	Email preferred
UCalgary E-mail	ajwang.warria@ucalgary.ca	UCalgary Phone	Email preferred

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and 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 the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), 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 power relations that form common links among the experiences of oppression and marginalization in Canadian society.

COURSE DESCRIPTION

This course aims to assist students to embrace diversity with sensitivity and respect whilst acknowledging and celebrating differences within the Canadian context. Through engaging in dialogues, debates, experiential learning, journaling and critical readings in this course, students will continue to develop as advocates of social justice, social change and transformational social work practice.

This course is on social justice, empowerment and dignity as the basis of social work. It is about understanding and valuing the different perspectives, experiences, and backgrounds as influenced by cultural and structural factors.

There is no one right way to practice diversity and inclusion, but there are pillars of thinking, feeling and action that can lead to improved approaches in the practice of social work. Central to this course are anti-oppressive, intersectionality, relational and hope theories. In addition, this class will facilitate a critical examination of unconscious bias and challenge students to examine and engage with their own positionality and/or diverse positions of privilege.

COURSE LEARNING OUTCOMES

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

1. Understand and apply the key concepts, principles and the continuum of social work theory and discourse underpinning the social justice approach and social change in social work;
2. Understand and explain power dynamics and oppression at multi-systemic levels;
3. Advance local and international human rights and socio-economic justice;
4. Identify and be able to articulate different forms of oppression and develop an understanding on how they intersect with gender, ability, race etc. and their implications for social work practice;
5. Demonstrate critical self-awareness and how this could impact your social work practice;
6. Provide cultural safety whilst demonstrating critical knowledge, skills and attitudes in engagement with diverse populations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook

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 introductory critical course in the BSW program, which aims to challenge and support students as they explore issue of power, marginalization and oppression in a safe space to enable discussions, explorations and (re-)formulation of values and opinions in line with the Code of Ethics.

CLASS SCHEDULE

Date	Theme and Assigned Readings/Activities
------	--

<p>13 January 9:00-11:50am MT Synchronous</p>	<p>Introduction, Overview of the course, Review of assignments</p> <p>Empathy Clarke, J.L. (2003). Reconceptualising empathy for anti-oppressive, culturally competent practice. In W. Shera (Ed.) <i>Emerging perspectives on anti-oppressive practice</i> (pp. 247-264). Canadian Scholars Press Inc. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/412294</p> <p>Segal, E.A. (2011). Social empathy: A model built on empathy, contextual understanding, and social responsibility that promotes social justice. <i>Journal of Social Service Research</i>, 37(3), 266-277. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01488376.2011.564040</p> <p>Gibbons, S.B. (2011). Understanding empathy as a complex construct: A review of the literature. <i>Clinical Social Work</i>, 39, 243–252. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-010-0305-2</p>
<p>20 January 9:00-11:50am MT Synchronous</p>	<p>Diversity, Oppression and Transformational Change</p> <p>Deutsch, M.A. (2006). Framework for thinking about oppression and its change. <i>Social Justice Research</i>, 19, 7–41. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11211-006-9998-3</p> <p>Marsiglia et al. (2021). <i>Diversity, oppression and change: Culturally grounded social work</i>. Oxford University Press. [Chapter 1]</p>
<p>27 January 9:00-11:50am MT Synchronous</p>	<p>Power, Privilege and Inequalities</p> <p>Black, L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.2161-1912.2005.tb00020.x</p> <p>Feldman, G. (2019). Towards a relational approach to poverty in social work: Research and practice considerations. <i>The British Journal of Social Work</i>, 49(7), 1705–1722. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcy111</p> <p>Watch: Sue Borrego - Understanding my privilege https://www.youtube.com/watch?v=XlRxqC0Sze4</p>
<p>3 February 9:00-11:50am MT Synchronous</p>	<p>Blackness vs Whiteness...Pre-colonization to Decolonization <i>Guest Lecturer: Linda Smith</i></p> <p>Heron, B. (2007). <i>Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance</i>. York University Toronto, p. 341-351 https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14623940500220095</p>

	<p>Tyler, K.M., Stevens-Watkins, D., Burris, J.L, Fisher, S.D. & Hargons, C.N. (2021). Black psychology and whiteness: Toward a conceptual model of black trauma through the prism of whiteness. <i>Journal of Black Psychology</i>. https://journals-sagepub-com.ezproxy.lib.ualgary.ca/doi/full/10.1177/00957984211034948</p> <p>Sue, D.W. (2004). Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. <i>American Psychologist</i>, 59(8), 761-769. https://bit.ly/32k0Pxl</p>
<p>10 February 9:00-11:50am MT Synchronous</p>	<p>Oppression, Marginalization and Intersectionality</p> <p>Almeida, R.V., Rozas, L.M.W., Cross-Denny, B., Lee, K.K. & Yamada, A. (2019) Coloniality and Intersectionality in social work education and practice. <i>Journal of Progressive Human Services</i>, 30(2), 148-164. https://doi-org.ezproxy.lib.ualgary.ca/10.1080/10428232.2019.1574195</p> <p>Crisp, C. (2014). White and lesbian: Intersections of privilege and oppression. <i>Journal of Lesbian Studies</i>, 18(2), 106-117. https://doi-org.ezproxy.lib.ualgary.ca/10.1080/10894160.2014.849161</p> <p>Yan, M.C. (2016). Multiple positionality and intersectionality: Towards a dialogical social work approach. In A. Al-Krenawi et al. (eds), <i>Diversity and social work in Canada</i> (pp. 114-138). Oxford University Press.</p>
<p>17 February 9:00-11:50am MT Synchronous</p>	<p>Identifying the “Isms”</p> <p>Bucchianeri, M.M., Eisenberg, M.E. & Neumark-Sztainer, D. (2013). Weightism, racism, classism, and sexism: Shared forms of harassment in adolescents. <i>Journal of Adolescent Health</i>, 53(1), 47-53. https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S1054139X13000475</p> <p>Mwangi, E.W. & Constance-Huggins, M. (2019). Intersectionality and black women’s health: Making room for rurality. <i>Journal of Progressive Human Services</i>, 30(1), 11-24. https://doi-org.ezproxy.lib.ualgary.ca/10.1080/10428232.2017.1399037</p> <p>Sue, D.W., Rasheed, M. N., & Rasheed, J.M. (2016). <i>Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice</i>. John Wiley & Sons. [Chapter 14] https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/detail.action?docID=4205782</p> <p>Watch: Valerie Alexander – How to outsmart our own unconscious bias https://www.youtube.com/watch?v=GP-cqFLS8Q4</p>

24 February Term break	No Classes
3 March 9:00-11:50am MT Synchronous	<p>Relational Theory and Ubuntu</p> <p>Mayaka, B. & Truell, R. (2021). Ubuntu and its potential impact on the international social work profession. <i>International Social Work</i>, 64(5), 649-662. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F00208728211022787</p> <p>Van Breda, A.D. (2019). Developing the notion of Ubuntu as African theory for social work practice. <i>Social Work</i>, 55(4), 439-450. https://socialwork.journals.ac.za/pub/article/view/762</p>
10 March 9:00-11:50am MT Synchronous	<p>Embracing Diversities <i>Guest Lecturer: Malika Ndlovu (TBC)</i></p> <p>Nassar-McMillan, S.C. (2014). A framework for cultural competence, advocacy, and social justice: Applications for global multiculturalism and diversity, <i>International Journal for Educational and Vocational Guidance</i>, 14(1), 103-118. 10.1007/s10775-014-9265-3. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10775-014-9265-3</p> <p>Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. <i>Journal of Progressive Human Services</i>, 20, 59-71. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428230902871173</p> <p>Watch: Fadzi Whande - How diversity heaven can be inclusion hell https://www.youtube.com/watch?v=aBXBiTQfdVY</p>
17 March 9:00-11:50am MT Synchronous	<p>Immigrants, Refugees and Undocumented Persons</p> <p>Danso, R. (2009). Emancipating and empowering de-valued skilled immigrants: What hope does anti-oppressive social work practice offer?, <i>The British Journal of Social Work</i>, 39(3), 539–555. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcm126</p> <p>Lacroix, M. (2006). Social work with asylum seekers in Canada: The case for social justice. <i>International Social Work</i>, 49(1), 19-28. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0020872806059399</p>
24 March 9:00-11:50am MT Synchronous	<p>Indigenous Populations <i>Guest Lecturer: TBC</i></p> <p>Burnette, C.E. & Figley, C.R. (2017). Historical oppression, resilience, and transcendence: Can a holistic framework help explain violence experienced by indigenous people? <i>Social Work</i>, 62(1), 37-44. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/sww065</p>

	<p>Choate, P.W. (2019). The call to decolonise: Social work's challenge for working with Indigenous peoples. <i>The British Journal of Social Work</i>, 49(4), 1081–1099. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcz011</p>
<p>31 March 9:00-11:50am MT Synchronous</p>	<p>Critical Consciousness</p> <p>Pitner, R.O. & Sakamoto, I. (2005). The role of critical consciousness in multicultural practice: Examining how its strength becomes its limitation. <i>American Journal of Orthopsychiatry</i>, 75(4), 684-694. https://bit.ly/33RvraB</p> <p>Ferguson, H. (2018). How social workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work. <i>Social Work Education</i>, 37(4), 415-427. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2017.1413083</p>
<p>7 April 9:00-11:50am MT Synchronous</p>	<p>Hope theory, principles of empowerment and the way forward</p> <p>Hanna, F.J., Talley, W.B. & Guindon, M.H. (2000). The power of perception: toward a model of cultural oppression and liberation. <i>Journal of Counselling and Development</i>. https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.1556-6676.2000.tb01926.x</p> <p>Polgar, A.T. (2017). Hope theory and social work treatment In F.J. Turner <i>Social work treatment: Interlocking theoretical approaches</i> 6th ed (pp. 266-275). New York.</p>

Please note important dates for Winter 2022

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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, and experiential learning 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. However, due to sensitivity of some of the intergroup and intragroup dialogues, the classes may not be recorded or shared.

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: (Un)Conscious bias (15%) – Due 28 January by 11:59pm

Aligned Course Learning Outcomes: 1, 3, 5

Assignment Description: Identify a bias that you have. You could also ask someone that you trust to help you in this identification process. Try and trace the origin of the bias that you have identified. Find scholarly evidence that supports and/or disapproves the bias. Link this bias to the Social Work Code of Ethics. Reflect on way/s you could overcome this bias and work towards inclusion.

Assessment Criteria: The paper should be a 3-4 pages long, 1.5 spacing, and Times New Roman font size 12. APA referencing required.

Assignment 2: Class dialogue on “isms” (35%) – Due 17 February by 11:59pm (Group Assignment)

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

Assignment Description: In groups of 5, you will each choose a different social identity i.e. an “ism” (e.g. race, ability, weight) and lead a class dialogue that focuses on the identity, intersectionality and empowerment. In the 25-minute dialogue that you will co-facilitate, introduce the focus area, explain its relevance to Social Work and highlight how intersectionality assists in the understanding of this identity. Be creative in your introduction and facilitate a class discussion on the topic – all group members should be actively involved. Use evidence from 10-12 scholarly sources to support your presentation. Submit your materials (i.e. lecture notes, PowerPoint/Prezi etc), and include proper APA style referencing.

Assessment Criteria: Grading will be based on appropriateness of selected scholarly sources, clarity and effectiveness of presentation, development of engaging discussion questions, (co-)facilitation of class dialogue and the use of APA style referencing.

Assignment 3: Movie and Response Paper (25%) – Due 10 March by 11:59pm - Group Assignment

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

Assignment Description: Choose a movie with a multicultural theme e.g. *My Big Fat Greek Wedding*, *Dangerous Minds* etc. and watch it with 1-2 peers from this class. Talk to each other about the movie and what it evoked in you, individually and collectively. Do not assume the role of a movie critic, but explore your emotions, reactions and themes that come up. Submit a joint assignment indicating the movie chosen, why it was selected, how the movie has enhanced your learning of concepts within this course and any practice-based take-away a social worker can tap into. Include individual sections on reflection and reflexivity.

Assessment Criteria: The response paper should be a maximum of 6 pages, 1.5 spacing, and Times New Roman Font size 12. No APA referencing required. The joint discussions will require you and your peers to think critically about your past and present experiences and reflect on your self-identity. Students' awareness of the impact of oppression from the movie characters can be linked to own experiences with being stereotyped, victimized, or marginalized due to membership in an oppressed group

Assignment 4: Journal (25%) – Due April 1 by 11:59pm

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

Assignment Description: Explore a culture that you know little about – one that represents a community that you may experience in a future intervention as a social work practitioner. Engage with this community from diverse viewpoints e.g. reading, non-intrusive observation and immersion experiences where applicable – once a week for six weeks. Write in your journal describing what you learnt about the community, connectedness and about yourself. Other creative ways to describe the learning/s are invited, but a brief written description should accompany this. Connect these insights to themes highlighted in this course.

In Week 6, look back at your 6 entries and create a summary (one to one-and-a-half pages long) that addresses the following: (a) Do you think that you were honest with the exercise? That is, did you allow yourself to experience and comment on your true learnings? (b) Can you identify where most of your learning occurred? (c) How have privilege, power, oppression and diversity impacted your feelings, thoughts and actions related to diverse communities? (d) How did you feel about doing the assignment and exploring a culture that you knew little about? i.e. what has changed in the 6 weeks?

Assessment Criteria: APA format required where references are included. The minimum six entries should indicate examination of own feelings, actions, biases, and thoughts as aligned to privilege, marginalization, power, and diversity. All journal entries will be kept confidential and grading will be based on integration of insights from the course.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. Kindly notify the instructor ahead of time if you are unable to attend the class, will be late or plan to leave early. In these circumstances, make-up options may be made provided.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Assignments should be submitted in Word format, through their respective Dropbox in 2DL. 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. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day). Students may request for additional time, prior to the due date, to complete the assignment.

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. This grading system overrides the grading system in D2L.

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

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. Anonymous formative feedback is also welcome.

ADDITIONAL SUGGESTED READINGS

Please see the D2L site for additional readings.

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 who use materials protected by copyright are expected to comply with 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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