



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

**GSXS 420 Lec01
Ecofeminism
Fall 2021**

COURSE OUTLINE

Instructor Name: Joe Kadi

Email: jkadi@ucalgary.ca.

Please review student-instruction communication guidelines below.

Office hours by appointment.

DELIVERY INFORMATION FOR THIS ONLINE COURSE

Dates: August 30, August 31, September 1, September 2, September 3.

Time: 9 a.m. to 4:30 p.m.

This course will run synchronously, August 30 to September 3, Monday to Friday, 9 a.m. to 4:30 p.m. It will be held online. Students will need to go outside for periods of time throughout the day, and should be prepared to do so. Please think ahead of time about: getting yourself to an outdoor place, at several points on a given day, that is hopefully sparsely populated by humans: your own limitations/needs for particular access: appropriate clothing, including good walking shoes.

LAND ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

COURSE INFORMATION

Ecofeminism is a movement for social justice and ecological justice. It can also be described and understood as a theory, as a way of life, as a philosophy. It provides us with a multi-

layered, intersectional structure with which to view the world and make connections. In this course we will discover the insightful analyses that ecofeminism offers us, in both theoretical and practical ways. We will come to appreciate the complex, contextual way of thinking and perceiving the world that is foundational for ecofeminism, and begin to see places in the world where this system is at work.

PREREQUISITE(S)

3 units, 0.5 full course equivalent, in Gender and Sexuality Studies/Women's Studies courses.

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions:

<https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html>

COURSE OBJECTIVES/LEARNING OUTCOMES

- Understand the broad range of issues ecofeminists are concerned about, and the intersectional framework of ecofeminism.
- Understand how a concept can be theoretical, practical, action-based, and value-oriented.
- Consider the relevance of ecofeminism in today's world.
- Appreciate the practical implications of ecofeminist theorizing and action – and social change generally – in everyday life.
- Deepen our critical/holistic thinking skills.
- Work to establish a vibrant learning community based on respect and support.

PARTICIPATORY CLASSROOM PHILOSOPHY

Gender and Sexuality Studies courses (GSXS) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, whether working synchronously or asynchronously. Students need to be prepared for an intense learning environment, which may result in feelings of discomfort and vulnerability. In addition, all students are expected to work from our braver space model.

We recognize that these are extraordinary times, with additional stress upon everyone. We ask that communication be done in a timely, detailed, and respectful fashion. We also ask that students familiarize themselves with the details outlined in this course outline, including university regulations governing academic and non-academic misconduct. Lastly, GSXS instructors rely on students to follow our guidelines, and respect our policies.

THE GSXS CLASSROOM ENVIRONMENT

Instructors in the GSXS program have high standards around learning, communication, and expectations for student work, and have taken great care in designing and establishing a classroom experience promoting these standards. Our participatory classrooms offer an environment where dialogue, questioning, and thoughtful analysis take place. Part of our work as instructors is to correct inaccuracies and weaknesses in thinking, speaking, and writing: this is an essential and valuable part of the classroom experience. Learning has to

do with acquiring knowledge, understanding, and eventually, wisdom, and our respectful and interactive GSXS classrooms provide excellent settings for the learning process.

CITATIONS

It is essential that students read the Citations information in the Content section of D2L.

CONTENT WARNING

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the instructor. You will not be exempt from any assigned work but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

Expectation for Fall 2021 Block Week Course

A block week course is an intense and unusual way to take a class. We will condense all of the material usually given over a 13-week course, into five full, long days. We will begin promptly at 9 a.m. each morning; it will be helpful to have everyone gathered at least 15 minutes before class begins. We will take a one-hour lunch break, and go until 4:30 p.m.

It is **strongly encouraged** that all course readings be completed before the course begins. There is an assignment due on August 29, the day before class begins. In addition, there are reading comprehension quizzes: students will do their best work on these quizzes if they have devoted time to absorbing the material before our block week begins.

Take note of the due dates for assignments, and remember how intensive these five days will be. It is important that students clear their schedules of any other obligations during this week.

As it says under 'Course Delivery Information,' be prepared to spend time outside each day, at several points in the day. Have healthy snacks and water available, as well as comfortable clothes and supportive shoes. Sunscreen, hat, and sunglasses will also be necessary.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

Joukhadar, Z. (2021) *The Thirty Names of Night*. Atria Books. Students can purchase this book directly from the University Bookstore. Students who wish to purchase an e-copy of the book will be able to do so through several online sources.

Other readings and recordings will be available through our D2L site.

COURSE ASSESSMENT AND EVALUATION

Assignments and Evaluation

Students will note that there are three assignments that are not graded. The instructor expects these will be taken as seriously as the graded assignments.

- *Responding to *The Thirty Names of Night*: this short paper will be uploaded to Dropbox at or before 11:59 p.m. on August 29 (that is, the day before our class begins). 15 percent.
- *Student Agreement, completed on D2L, at or before 11:59 p.m. on August 30.
- *Participation Pact is available in the 'Quiz' section of D2L; it will be completed at or before 11:59 p.m. on August 30.
- *Two reading comprehension tests, the first one happening August 31, and the second one happening September 2. Each is worth 15 percent, for a total of 30 percent.
- *Environmental Sculpture Project, due September 10, 11:59 p.m., D2L Dropbox. 15 percent.
- *Participating in 'Ecofeminism Happy Hour' by providing examples of positive social change work being done at local and global levels. The final 20 minutes of each of our five days of class will be spent in this way.
- *Final Creative Project, due on or before October 1, 11:59 p.m., D2L Dropbox. 40 percent.

Due Dates

Response to *The Thirty Names of Night*: August 29

Student Agreement: August 30

Participation Pact: August 30

Reading Comprehension Test 1: Students choose a one-hour segment on August 31

Reading Comprehension Test 2: Students choose a one-hour segment on September 2

Environmental Sculpture Project: September 10

Ecofeminism Happy Hour: Ongoing

Final Creative Project: October 1

Responding to The Thirty Names of Night, worth 15 percent

Students are responsible for reading the entire Joukhadar novel, *The Thirty Names of Night*, before our summer 2021 block week course begins. This assignment is geared toward helping students think about concepts associated with ecofeminism, in preparation for our block week class. Students will focus this 500-word response paper on the following: Assume that the Joukhadar novel lays out principles and values of Ecofeminism in *The Thirty Names of Night*. Name three of these principles, and discuss in detail.

This assignment is due at or before 11:59 p.m. on August 29, the day before our class begins. If students wish to upload the assignment before the due date, they can do so as of August 20.

Reading comprehension tests, worth 15 percent each

These tests consist of questions requiring short answers that pertain to basic concepts and ideas taken from our readings and our audio recordings. Students may also be asked to consider their responses to these resources, and to make connections between them. Remember that this will not be a test focusing on memorization; it will be a chance to show that you have a grasp of the important insights from these resources, and are able to explain/explore them in your own words.

Each test will be completed in a 24-hour time period, on two different dates. Students will have one hour to complete the test. The dates are: August 31, test available from midnight until 11:59 p.m., and September 2, test available from midnight until 11:59 p.m.

Students will be informed about which readings/recordings will be tested on which day.

Environmental Sculpture Project, worth 15 percent

Each student will create an environmental sculpture, primarily made from bits and pieces of things you find outside. Rocks, twigs, driftwood, feathers, nests no longer in use, leaves, plants, branches, plants, and wildflowers (making sure the health of the species is considered before picking a wildflower) can be gathered, and then arranged in a pattern/style that speaks to you in some way. And while the vast majority of items in the sculpture will be natural objects that are found outside, it is possible to add a few other (small!) items. For example, you may use a small scrap of paper on which to write a title, a message or prayer, a photo or sketch. You may include a small scrap of natural fabric that has meaning to you, or a piece of pottery. Perhaps you want to add herbs that have been tied with thread.

Students will write a 500-word essay explaining the sculpture project. They will refer to particular authors and thinkers whose ideas influenced the sculpture.

Students will upload a photo of the sculpture, and the essay, to Dropbox, at or before 11:59 p.m. on September 10.

Final Creative Project, worth 40 percent

This final project gives each student a chance to reflect on what they have learned, what insights they have gained, and what they plan to utilize in future studies, and in life generally. Each student is able to focus the assignment in a way that makes sense to them, and that allows them to highlight what has happened for them in this course. The project will be done in a creative format, such as a video, a 'zine, a song, a visual art project, a children's book, a series of blogs, a short story. The project will be uploaded to Dropbox, at or before 11:59 p.m., October 1.

Exams

There is no final exam for this course.

GRADING SYSTEM:

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

In most cases where the final letter grade for the course is less than 1% from the next higher grade, the instructor will round-up. This course does not use a bell curve – whatever mark you get is it.

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent

85 – 89.9 %	A-	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B-	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C-	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

Policy for In-Person and/or Synchronous Assessments and Absences

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. This policy will remain the same for synchronous assessments scheduled to happen during a zoom meeting, such as a class presentation. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student. The instructor may ask for supporting documentation to confirm an absence. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. For more information on Supporting Documentation, see <https://ucalgary.ca/pubs/calendar/current/m-1.html>

If you complete less than 30% of all assignments, you may receive a final grade of F. If you complete all assignments but receive more than two Fs, you may receive a final grade of F.

It is the student's responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

GSXS PROGRAM COURSE POLICIES

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Expectations for online course engagement are detailed in D2L, which monitors student use.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The instructor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Group work is a necessary component of a participatory classroom because it develops critical thinking and social skills. There will be a variety of assignments and engagement requirements that will demand your time and consideration of others.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

Students are responsible for their own technological equipment (hardware, software, and connectivity) and must feel confident using a variety of programs and portals. The instructor does not provide technical support. If you are experiencing any technical issues, you must go through ucalgary.ca/it. All work must be completed using the online technologies designated by the instructor. Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They may download the Microsoft Office installation file by signing into their email online at <https://office365.ucalgary.ca> and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L a least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work. Students must have the capability to stream video.

Student-Instructor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The instructor's preferred means of communication is first by scheduled office hours (Zoom), then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

Block week is a stimulating and exhausting experience for everyone, including the instructor. It will be greatly appreciated if students keep emails to an absolute minimum during block week. The instructor will attempt to respond quickly to such emails, but cannot make any guarantees. In addition, *if the student emails a question that is fully addressed by the syllabus, Student Code of Conduct, or posted on D2L, the instructor will not reply.*

The instructor may respond to your email query with the request that you meet online synchronously to discuss.

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details:

[ucalgary.ca/pubs/calendar/current/academic-schedule.html](https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html)

If you have concerns about a received grade, before contacting the instructor, you must do the following:

- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above
- Review the university's policy on reassessment:
<https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Grade reassessment needs to be discussed in a meeting with the instructor (not over email). Lastly, keep in mind that the reappraisal of graded term work may cause the grade to be raised, lowered, or to remain the same.

Braver Space Guidelines

“Braver Space” principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the course space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means *being respectful, self-aware, and mindful of the classroom dynamic and your place in it.*

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a course dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold on to your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university course holds high standards of research, evidence, and analytical proof. Students need to engage attentively, respectfully, and critically to the evidence provided in class lectures, readings, discussions, and other materials.

Some of the materials and topics may include explicit content (violence; sexuality; profanity; blasphemy; objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the course. You will not be exempt from any assigned work, but we will work together to accommodate your concerns.

Do not make assumptions about other people's identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully.

Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this course is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.

Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is unacceptable.

Address people without assuming their gender. Some ways to do this:

- Don't refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “folks,” “all,” “everyone,” etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his
- ey/em/eirs

Similarly, if you are unsure about any aspect of a person's identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment to the participatory classroom.

Review and adhere to guidelines for online communication in both synchronous and asynchronous settings as provided by the instructor.

If you feel that you need more support than can be provided by the course or the instructor, you are encouraged to take advantage of some of these resources:

- *SU Student Wellness Services*
ucalgary.ca/wellnesscentre 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*
albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134 1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*
calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus

- *Women's Resource Centre*
<https://www.ucalgary.ca/student-services/womens-centre/home>
4th Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*
su.ucalgary.ca/programs-services/student-services/the-q-centre
2nd Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*
<https://www.ucalgary.ca/student-services/faith-spirituality>
3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
<https://www.ucalgary.ca/student-services/writing-symbols/home>
3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:
ucalgary.ca/mentalhealth

If you have a serious concern about the instructor's conduct, you may speak in full confidence to the Department of Philosophy phildept@ucalgary.ca. Please note, the Women's Studies program is administered by the Department of Philosophy.

About the GSXS Program

The Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (gsxsprog@ucalgary.ca) and check out our listing on the Faculty of Arts website: arts.ucalgary.ca/womens-studies.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of these social media sites):

Consent Awareness and Sexual Education Club
Faith and Spirituality Centre
Writing Symbols Lodge
Queers on Campus
Q: The SU Centre for Gender and Sexual Diversity
Women in Leadership Club
Women's Resource Centre
Women's Studies and Feminism Club

The Gender and Sexuality Studies program is administered by the Department of Philosophy. The GSXS Program Coordinator is Joe Kadi, and the Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca).

DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/current-students/student-services

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

If you have questions regarding registration, please email Courtenay Canivet (Academic Programs Specialist phildept@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/student-services/student-success.

Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit <https://ucalgary.service-now.com/it> for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: <https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>. The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

Media Recording

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Intellectual-Property-Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at <https://www.ucalgary.ca/legal-services/access-information-privacy>. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.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>).