



**FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION
COURSE OUTLINE
Winter 2022**

COURSE NUMBER: RELS 373.16

COURSE NAME: Women and Judaism

PRE/CO-REQUISITES: None

CLASSROOM LOCATION: ST 128

CLASS DAYS & TIMES: in person, Mondays, Wednesdays, and Fridays, 10am-10:50am

INSTRUCTOR NAME AND CONTACT INCLUDING UCALGARY EMAIL & PHONE:

Dr Angy Cohen

angy.cohen@ucalgary.ca

INSTRUCTOR EMAIL POLICY:

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.

COURSE CALENDAR STATEMENT:

Include the approved calendar statement (<https://www.ucalgary.ca/pubs/calendar/current/index.html>)

COURSE DESCRIPTION:

This course is an introduction to the status of women in Judaism and Jewish women's religious life. We will examine primary sources (traditional literature such as biblical narratives, commentary, rabbinic literature, liturgical texts, etc.), feminist approaches to and reappropriation of traditional texts, Jewish women's traditions, and contemporary anthropological studies on Jewish women's religiosity. The students will learn in both the Western academic format of frontal lectures and group discussions, as well as in the traditional Jewish way of learning called *hevruta*, in which each student has a learning partner with whom to share the responsibility of text learning.

Course format:

The course will be taught three days a week. Each week's topic will be covered through a lecture and in-class discussion on Mondays and Wednesdays, and a 30-minute primary source learning in *hevruta* (with a learning partner) on Fridays.

Readings are critically important. Students are expected to come to Monday and Wednesday classes having both read the assigned texts and prepared to discuss them and ask questions. Discussion is a

fundamental element of this class. All the course materials, assignment guideless and any other relevant information or announcements will be posted on the class D2L website.

Each *hevruta*/ student pair will learn a translation of a primary source together for 30 minutes every Friday. They will read the sources together and will discuss them. Students will keep a diary of their *hevruta* learning, which they will use to write at least five summaries of their insights and learning during their *hevruta* learning. Students are expected to find a classmate to be his/her/their *hevruta*.

***COURSE LEARNING OUTCOMES**

In this course, students will:

1. Read primary sources and the required commentaries for their comprehension and interpretation;
2. Acquire a basic vocabulary to navigate the "traditional library of the Jewish people";
3. Know some of the main female Biblical characters as well as the representation of women in rabbinic literature
4. Identify the conflicting discourses and agendas with regards to women's status in Judaism;
5. Understand the diverse kinds of Jewish feminism;
6. Become familiar with traditional Jewish learning dynamics;
7. Acquire analytical tools to understand Jewish women's religion throughout history.

***LEARNING RESOURCES**

Required Textbook for purchase (available at the UCalgary Bookstore)

Benjamin, M. (2018) *The Obligated Self. Maternal Subjectivity and Jewish Thought*. Bloomington: Indiana University Press.

Additional weekly readings, including peer-reviewed journal articles, book chapters, etc., are posted on D2L

***LEARNING TECHNOLOGIES AND REQUIREMENTS**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

CLASS SCHEDULE

All readings, except for the required textbook, are available on our class D2L website.

WEEK 1: COURSE INTRODUCTION. JEWISH WOMEN AND RELIGIOUS OBLIGATION

Monday, January 10th: First day of classes. Women and the covenant.

To read in class:

https://www.chabad.org/library/article_cdo/aid/4407982/jewish/Why-Are-Women-Exempt-From-Certain-Mitzvahs.htm#Women

Wednesday, January 12th, Contemporary Jewish women and religious obligations

- Adler, R. (1973) *The Jew who wasn't there: Halacha and the Jewish woman. Response: a Contemporary Jewish Review*
- Plaskow, J. (1991) "Torah: Reshaping Jewish Memory", in *Standing Again at Sinai. Judaism from a Feminist Perspective*. New York: Harper Collins, pp. 25-60.
<https://babel.hathitrust.org/cgi/pt?id=mdp.39015017006126&view=1up&seq=49>
- Benjamin, M. (2018) *The obligated self. Maternal subjectivity and Jewish thought. (Introduction)*

Friday, January 14th, Hevruta

- Exodus 19:14-19
- Leviticus: 15:16-19
- Deuteronomy: 29:11-19
- Genesis: 9:15

WEEK 2: WOMEN'S EXCLUSIONS AND EXEMPTIONS

Monday, January 17th: Why are women exempt?

- Rhein, V. (2020) "Law, Hierarchy, and Gender: Reflections on the Exemption of Women from Time-Bound Commandments", *Judaica: Neue Digitale Folge I*
- Plaskow, J. (1997) "Jewish Feminist Thought, in Daniel Frank and Oliver Leaman (eds) *History of Jewish Philosophy*. London:

Wednesday, January 19th, Talmud Torah: a woman's knowledge.

- Boyarin, D. (1993) "Studying Women: Resistance from Within the Male Discourse", in *Carnal Israel. Reading Sex in Talmudic Culture*. Berkeley: University of California Press, pp. 167-196 (w)

Friday, January 21st, Hevruta

- Mishna Kiddushin 1:7
- Mishna Sota chp 3
- Babylonian Talmud, Kiddushin 29b
- Tosefta Tractate Berakhot 6:18
- Eruvin 10:1

WEEK 3: PURITY LAWS

Monday, January 24th : Niddah: Purity rituals and women's responses to rabbinic authority

- To watch in class:
https://www.youtube.com/watch?v=qcXQQ4BRaeU&ab_channel=%D7%90%D7%A7%D7%93%D7%9E%D7%99%D7%94%D7%9E%D7%A7%D7%95%D7%95%D7%A0%D7%AA-OnlineAcademe
- Meacham, T. (1999) "An Abbreviated History of the Development of Jewish Menstrual Laws", in Rahel R. Wasserfall (ed), *Women and Water. Menstruation in Jewish Life and Law*. Hanover: University Press of New England, pp. 23-39

Wednesday, January 26th: Two ethnographies of Niddah

- Anteby, L. (1999) "'There's Blood in the House': Negotiating Female Rituals of Purity among Ethiopian Jews in Israel", in Rahel R. Wasserfall (ed), *Women and Water. Menstruation in Jewish Life and Law*. Hanover: University Press of New England, pp. 166-186.
- Wasserfall, R. (1999) "Community, Fertility, and Sexuality: Identity Formation among Moroccan Jewish Immigrants", in in Rahel R. Wasserfall (ed), *Women and Water. Menstruation in Jewish Life and Law*. Hanover: University Press of New England, pp. 187-197.

Friday, January 28th, Hevruta

- Leviticus 18:19
- Talmud Babli Niddah, 66^a
- Niddah 31b

WEEK 4: WOMEN IN TANAKH

Monday, January 31st : Gender laws and female tropes in Tanakh

- Adelman, R. (2021) "New Directions in Reading Gender and Women in the Hebrew Bible" in Federica Francesconi and Rebecca Lynn Winer (eds) *Jewish Women's History from Antiquity to the Present*. Detroit: Wayne State University Press, pp. 31-52.

Wednesday, February 2nd: Women stories

- Frymer-Kensky, T. (2002) *Reading the Women of the Bible. A New Interpretation of their Stories*. New York: Shoken Books pp. 333-354
- Goitein, S.D. and Carasik, M. (1988) "Women as Creators of Biblical Genres", *Prooftexts*, Vol 8 (1), pp. 1-33.

Friday, February 4th: Midterm #1 In-class multiple-choice exam

WEEK 5: DISTINCTION BETWEEN FEMALE/PRIVATE AND MALE/PUBLIC SPACES IN TANAKH.

Monday, February 7th: The laws of hospitality as a window into biblical ethics.

- Gudme, A.K. (2014) "Death at the hand of a woman: hospitality and gender in the Hebrew Bible", in S. Lynn Budin, Megan Cifarelli Agnès Garcia-Ventura and Adelina Millet Albá (eds.) *Gender and Methodology in the Ancient Near East*. Barcelona: Universitat de Barcelona Edicions), pp. 327–336

Wednesday, February 9th: The private sphere and ethics of care

- Cohen, A. (2020) "Hospitality, ethics of care and the traditionist feminism of Beit Midrash Arevot. An experiential essay". *Approaching Religion*, 10 (2), pp. 92-109.

Friday, February 11th: Hevruta

- Judges 21

WEEK 6: DOMESTICATED RELIGION (I)

Monday, February 14th: Women's rituals and care

- Starr Sered, S (1992) *Women as Ritual Experts. The Religious Lives of Elderly Jewish Women in Jerusalem*. Oxford: Oxford University Press, pp. 3-33.

Wednesday, February 16th: Women's ethics and obligation

- Benjamin, M. (2018) *The Obligated Self. Maternal Subjectivity and Jewish Thought*. Bloomington: Indiana University Press. Introduction and chapter 1 (obligation)

Friday, February 18th: Hevruta

- Lakhashim
- Rabbi Meir and the spit on the eye: Masekhet Nedarim

WEEK 7: TERM BREAK. NO CLASSES

Monday 21st, Wednesday 23rd and Friday 25th: enjoy the break!

WEEK 8: DOMESTICATED RELIGION (II)

Monday, February 28th: Healing practices and rituals

- Alexander, T. and Papo, E. (2011) "On the power of the word: healing incantations of Bosnian Sephardic women", *Menorah: Collection of Papers*, 2, pp. 57-117.

Wednesday, March 2nd: Women's laments

- Madar, V. (2014) "Women's oral laments. Corpus and text: the body in the text" in Ilit Ferber and Paula Schwebel (eds) *Lament in Jewish Thought: Philosophical, Theological, and Literary Perspectives*. Berlin and Boston: De Gruyter. Pp.55-86.

Friday, March 4th: Hevruta

- Book of lamentations, Chapter 1

WEEK 9 FEMALE VOICES AND PERSPECTIVES IN AND ABOUT THE TALMUD

Monday, March 7th: Women in Rabbinic imagination

- Ilan, T. (2021) "Gender and Women's History in Rabbinic Literature", in Federica Francesconi and Rebecca Lynn Winer (eds) *Jewish Women's History from Antiquity to the Present*. Detroit: Wayne State University Press, pp. 53-74.

Wednesday, March 9th: Tales about women

- Hasan-Rokem, G. (2003) *Tales of the Neighborhood. Jewish Narrative Dialogues in Late Antiquity*. Preface and chapter 1.

Friday, March 11th: Midterm #2. Short essay (in class)

WEEK 9: JEWISH FEMINISMS (I)

Monday, March 14th: The Orthodox Paradigm

- Ross, T. (2016) "Modern Orthodoxy and the Challenge of Feminism", in Hava Tirosh-Samuels and Aaron W. Hughes (eds) *Tamar Ross: Constructing Faith*. London: Brill, pp- 185-231.

Wednesday, March 16th: Change and Orthodox feminism

- Israel-Cohen, Y. (2015) *Between Feminism and Orthodox Judaism. Resistance, Identity, and Religious Change in Israel*. London: Brill. 17-26;49-68; 69-80

Friday: video of Women of the Wall

WEEK 10: JEWISH FEMINISMS (II)

Monday, March 21st: Mizrahi feminism

- Dahan-Kalev, H. (2002) "Tensions in Israeli Feminism: the Mizrahi Ashkenazi Rift", *Women's Studies International Forum*, Vol 24 (6), pp. 669-684

Wednesday, March 23rd:

- Alon, S. (2019) "Gendering the Arab-Jew: Feminism and Jewish Studies after Ella Shohat", *Jewish Social Studies*, vol 4 (2), pp. 57-73.
- Lavie, S. (2011) "Mizrahi Feminism and the Question of Palestine", *Journal of Middle East Women's Studies*, Vol 7 (2), pp. 56-88.

Friday, March 25th : Hevruta

- Bracha Serri
- Esther Shkalim

WEEK 11: THE SEARCH FOR A JEWISH FEMALE VOICE (I)

Monday, March 28th: The historical experience of women as knowledge

- Benjamin, M. (2018) *The Obligated Self. Maternal Subjectivity and Jewish Thought*. Bloomington: Indiana University Press. Chapters 2 and 3.

Wednesday, March 30th: The fragility of women's religion

- Starr Sered, S. (1991) "Conflict, Complement, and Control: Family and Religion among Middle Eastern Jewish Women in Jerusalem", *Gender and Society*, Vol 5 (1), pp. 10-29.

Friday, April 1st: Hevruta

- Blessings

WEEK 12: THE SEARCH FOR A JEWISH FEMALE VOICE (II)

Monday, April 4th: Back to the covenant

- Benjamin, M. (2018) *The Obligated Self. Maternal Subjectivity and Jewish Thought*. Bloomington: Indiana University Press. Chapters 4,5 and 6.

Wednesday, April 6th: Transformation of the world

- Plaskow, J. (1983) "The Right Question is Theological", in Susannah Heschel (ed) *On Being a Jewish Feminist*. New York: Schocken Books, pp. 223-233.

Friday, April 8th: Hevruta

- Jacqueline Kahanoff, "Passover in Egypt"

WEEK 13: END OF CLASSES

Monday, April 11th: Last day of class. Questions and last comments and reflections.

***ASSESSMENT COMPONENTS**

This course is structured around weekly readings and discussions which will support students' acquisition of a Jewish vocabulary, as well as their comprehension of the different debates in Jewish feminist literature. Readings and discussions will assist students in learning and understanding translated primary sources as well as ethnographic research on Jewish women's traditions. Students in this class are required to complete a combination of written work and examinations as a part of their assessment. Students are expected to keep a "hevruta diary", build a glossary of concepts used in class and in the readings, complete a multiple-choice test, write a short essay, and submit a final paper (questions provided in advance) at the end of the semester.

Students will be evaluated based on a 100-point system:

Glossary of terms	10 points
Hevruta summary	20 points
Midterm #1: multiple choice-based	20 points
Midterm #2: Short essay question	20 points
Final Paper	30 points

Over the course of the semester, students are expected to build a **glossary of terms** relevant to the course materials. These will be terms used in class and in the readings. A good glossary must include the terms' definitions and examples of correct use in real life situations. This will help students acquire a Jewish vocabulary and increase their Jewish literacy. The glossary will aid students with their preparation for both midterms.

- The glossary of terms is worth 10 points.
- Students will upload their glossary to the Class' D2L Dropbox.
- While the glossary will be due at the end of the semester (April 18th), there will be two check-in dates with Dr Cohen throughout the semester (February 18th and March 25th)

During the *hevruta* learning time on Fridays, students will keep a diary of the insights, discussion and ideas that came up during their learning. A good *hevruta* summary should include a summary of the sources, the themes that came up during the discussion with the learning partner (including potential disagreements) and a personal take on the text.

- Five “**hevruta summaries**” (1 page, single space, 12 point Times New Roman) are required over the course of the semester.
- The sum of the five summaries is worth 20 points.
- Students will upload their summaries to the Class’ D2L Dropbox.

There will be **two midterms** in this course. One midterm will be an **in-class multiple-choice exam** and assess the basic concepts, terminology, and ideas of the course.

- This exam is worth 20 points.
- Date: February 4th

The second midterm will be an **in-class short essay** (1-2 pages, Times New Roman 12-point font, double spaced) that students are expected to write in response to one of the talks of the speaker series “Women, Tradition and Change in Israeli society” or a recommended movie. In either case, in addition to summarizing the content of the talk or movie, think of the conflicts presented. How are women represented? What are their concerns? What limits does society impose? How much authority do they have? Where is this authority exerted? Who listens to them and who may ignore them? You must relate your reflections, at least partially to some discussion or text from class.

- Students will upload their short essay to the Class’ D2L Dropbox.
- Short essay is worth 20 points
- Date: March 11th

For the short essay, students will be assessed in the following way:

- 25% for language (grammar, spelling, punctuation) and adequate citation (consistent and correct use of citation style)
- 25% for structure and clarity (clear and concise argument; correct length; sufficient and justified use of references)
- 25% for relating the short essay to class readings and discussions (use of concepts from the glossary, referencing ideas and insights that came up in class)
- 25% for originality and solidity of arguments and interpretations (well-thought, articulated and justified personal contribution)

For their final assignment, each student will write a **final paper** (6-8 pages, Times New Roman 12-point font, double spaced). Students will be provided with three questions, from which they will choose one to write their final paper. The questions will be broad and will cover different themes, ideas and concepts learnt in class. The students are expected to demonstrate their familiarity with the terminology and build well-structured and justified arguments.

- Students will upload their final paper to the Class’ D2L Dropbox.
- Final paper is worth 30 points
- Due date: April 18th

For the final paper, students will be assessed in the following way:

MISSED OR LATE ASSIGNMENTS*

Students are encouraged to hand in their written assignments on time. If you foresee any delay with submission of your assignment, you are encouraged to come see the instructor well in advance in order to make appropriate arrangements. Otherwise, if an assignment is not submitted on time, the student will lose 20% of their grade for each day that it is late (for example, you will lose 20% of the total grade for one day, 40% of the total grade for two days etc).

*GRADING

Link to the University's undergraduate grading system.

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 final mark out of 100, will then be converted to a letter grade as follows:

A+	94.9 – 100%	A	89.9 – 94.8%	A-	84.9 – 89.8%
B+	79.9 – 84.8%	B	74.9 – 79.8%	B-	70.9 – 74.8%
C+	66.9 – 70.8%	C	62.9 – 66.8%	C-	58.9 – 62.8%
D+	54.9% - 58.8%	D	49.9 – 54.8%	F	49.8% and below

EXPECTATIONS FOR WRITING

All written assignments will be assessed at least 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. Thus, all written assignments will be graded according to the following template:

- 25% for language (grammar, spelling, punctuation) and adequate citation (consistent and correct use of citation style)
- 25% for structure and clarity (clear introduction, development of ideas and conclusion; sufficient and justified use of references; clear argument; correct length)
- 25% for relating to class readings and discussions (use of concepts from the glossary, referencing ideas and insights that came up in class)
- 25% for originality and solidity of arguments and interpretations (well-thought, articulated and justified personal contribution)

If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. The *hevruta* learning is totally dependant on the physical presence of the learning partner. Thus, missing class on Fridays means leaving one's learning partner without his/her/their *hevruta*. Also, participation in class discussions is key to the preparation of both midterms and final paper. The glossary of terms will be based on vocabulary that appears in class and in the readings.

If students must miss a class session, specially on Fridays, they must contact Dr Cohen at least 24 hours in advance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically the dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "First Name Last Name Assignment name" (e.g., Alex Smith Assignment 2). Assignments must be submitted by 11:59pm on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

A NOTE ON PLAGIARISM

Any use of another person's words, ideas either taken *directly or indirectly* and *without citation* is cause for a plagiarism investigation. This includes material from the internet. I am sure you can learn and succeed in this course without plagiarizing. Also, it is very easy to spot plagiarism. So, please, spare us both the discomfort. Any plagiarism will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. If you have any questions about citation or bibliographical style, please contact me. Please use the same citation style on all written submissions. For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

***ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

***ACADEMIC ACCOMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). 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.

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/.

***INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

***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.

***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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

***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

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
- Safewalk