

RELS 377 RESEARCH and CRITICAL INQUIRY in RELIGIOUS STUDIES
UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION

FALL 2017, TTH 11-12:15
MS 217

Instructor: Dr. Wendi L. Adamek
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COURSE DESCRIPTION

This course has two primary aims: 1) providing a workshop process for each stage of writing a research paper, and 2) acquainting students of Religious Studies with examples of major methodological approaches. Methodology examples are drawn from the sub-field of the instructor: Buddhist Studies. The course is designed to provide opportunities to get feedback during the writing process, and provide a forum for experimentation with different methods. The approaches introduced here are heuristic categories, students are not expected to “pick one” and then write a paper. Rather, it is hoped that experience with a range of possibilities will help students develop their own approaches, based on their particular interests. Students will also have the opportunity to learn about topics chosen by their fellow-students.

Required Texts, available for purchase in the bookstore:

Booth, Wayne C., et al. (2016). *The Craft of Research*, 4th edition. Chicago: University of Chicago Press.
Turabian, Kate L. (2013). *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th edition. Chicago: University of Chicago Press.

Available on reserve:

Abe, Stanley K. (1990). “Art and Practice in a Fifth-Century Chinese Buddhist Cave Temple.” *Ars Orientalis* 20: 1-31.
Adamek, Wendi L. (2009). “A Niche of Their Own: The Power of Convention in Two Inscriptions for Medieval Chinese Buddhist Nuns.” *History of Religions*, 49.1: 1-26.
Faure, Bernard (1998). “The Buddhist Icon and the Modern Gaze.” *Critical Inquiry* 24.3: 768-813.
Gold, Jonathan C. (2006). “No Outside, No Inside: Duality, Reality and Vasubandhu’s Illusory Elephant.” *Asian Philosophy* 16.1: 1-38.
McMahan, David (1998). “Orality, Writing, and Authority in South Asian Buddhism: Visionary Literature and the Struggle for Legitimacy in the Mahāyāna.” *History of Religions* 37.3: 249–274.
Solinger, Dorothy J. (2006). “Interviewing Chinese People: From High-level Officials to the Unemployed.” In Maria Heimer and Stig Thøgersen, ed. *Doing Fieldwork in China*. Copenhagen: Nordic Institute of Asian Studies.
Walsh, Michael J. (2007). “The Economics of Salvation: Toward a Theory of Exchange in Chinese Buddhism.” *Journal of the American Academy of Religion*: 1-30.

Core Goals:

- Intensive practice in the research paper process
- Analysis of research methods: understanding how arguments are constructed and supported, different styles of writing are used, and appeals to sources of authority are made
- Development of an individual writing style

COURSE REQUIREMENTS

See Course Schedule items marked ** for Details

All written assignments due by midnight of due date to my email (wadamek@ucalgary.ca) and the email of your peer-editor (if applicable)

- PDF format, Calibri font.
- PDF file title: Surname, Course number, Assignment. (Example: Smith 377 Proposal)
- Include your name and the date on the first page

Date	Assessment	Weight (%)	Notes
Oct. 3	1 page written Evaluation of a secondary source	5%	PDF document due via email by midnight
Oct. 10-11	2-3 sentence description of your Paper Topic for use in class Oct. 10	5%	PDF document due via email by midnight Oct. 11
Oct. 23	1 page paper Proposal outline plus bibliography	5%	PDF document due via email by midnight
Oct. 31	1-2 page Comparison of 2 secondary works	5%	PDF document due via email by midnight
Nov. 6	4-5 page First Draft	Pass/Fail, must pass to continue	PDF document due via email by midnight
Nov. 7-9	Presentation of drafts in small groups	Pass/Fail, must participate to pass	In-class
Nov. 23	12 page Second Draft	20%	PDF document due via email by midnight
Nov. 30- Dec. 7	Presentation of paper to class	15%	In-class
Dec. 18	16-18 page Final Paper	30%	PDF document due via email by midnight
Ongoing	Participation	15%	Attendance and participation in workshop process

Students must fulfill all assignments in order to pass this course.

Note Regarding Participation Assessment (15%):

- Attendance sheets will be circulated. **If you miss more than 30% of the total classes (beginning from Week Two), you will fail the course.**
- Your grade will be based on your ongoing participation and attention to the details of the project throughout the course. This means meeting deadlines for specific assignments and participating actively in classroom, group, and paired discussions. Importantly, this includes acting as peer-editor and reading the drafts of your writing partner.

Grading

A numerical mark will be given for each component of the course. A letter grade will be assigned based on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

A+	100 - 96	A	95 - 90	A-	89 - 85
B+	84 - 80	B	79 - 75	B-	74 - 70
C+	69 - 65	C	64 - 60	C-	59 - 55
D+	54 - 53	D	52-50	F	Under 50

Policy with regard to missed assignments/assessments

All exams, tests, presentations, and assignments are to be fulfilled on the assigned dates. Make-up exams/tests and deadline extensions **will only be given in cases of documented emergency**. In the case of a missed exam/test, students **must** contact the instructor no later than 24 hours after the missed exam. Make-up exams/tests will be entirely different from the exams/tests given on the regularly scheduled day.

Expectations for student conduct in this course

- Entering the classroom late, eating, private conversations, and talking or texting on mobile phones signal lack of respect for the instructor and the other students. Abuses in this regard will be flagged in class, noted down, and will affect your grade. Phones will be confiscated if used. Disruptive behavior will result in expulsion from the class.
- If the class is scheduled during lunch-hour and you have no other time to eat lunch, you may eat in class. However, please try to choose items that do not make noise or smell strongly, and unwrap them before class begins.
- Announcements at the beginning of class often contain crucial information about class procedures and updates. If you will be late due to the distance of your previous class, please let the instructor know and make arrangements to get information from a classmate.

Electronic device policy

You may use electronic devices for taking notes only. Use of phones is not permitted. If you use your laptop to go online rather than focussing your attention on what is happening in class, you will not do well on the assessments. If you have a question, raise your hand and ask rather than going to Google! Other students may also have the same question, so if the instructor doesn't know the answer and we end up doing a search using the projected screen, this will be useful for the class.

RESEARCH PAPER GUIDELINES

- **All papers must be based on a combination of primary sources and scholarly secondary sources.**
- **The paper must utilize at least one primary-source text.** Primary sources are texts or works that you discuss, analyze, and use as evidence for your arguments. Secondary sources are the peer-reviewed research of others who have worked on the same or related topics.
- Source material must include at least **800 pages from non-assigned sources** (books, selections from edited collections, and/or articles). If you are in doubt about whether or not your source meets acceptable standards, consult with the instructor. Bibliographies and “further readings” suggestions in assigned texts are good places to start searching for material, in addition to consulting with the instructor and library staff.

PAPER ASSESSMENT CRITERIA

1) Aims:

- **You are not writing a journalistic general descriptive essay**, you are writing an original research paper focussed on specific texts, questions, topics of exploration, arguments, aims, etc. The essence of a research paper is providing valid support for your arguments, not simply stating opinions. Avoid over-simplification and black-and-white arguments.
- You are not writing for the instructor, you are writing for an educated person who does not know your particular subject.
- All papers should show attention to structure: the **introduction** explains what the paper is about and gives a **thesis statement** outlining the writer’s arguments, methods, and sources. Throughout the paper there are good **transitions** between different sections, and the **conclusion** summarizes the main points of the paper.
- Regardless of what you may have been told, there is no reason to avoid first-person pronouns! It is not only acceptable but preferable to say things like “I intend to argue that...” or “my research has led me to the conclusion that...” Use of first-person pronouns signals your intention to take responsibility for your claims. Be sure to acknowledge **all** the sources on which your claims are based.
- For graduate students, the benchmark to aim for is professional (publication quality) work.
- If you need help, discuss your paper with the instructors, and/or contact Writing Support <http://www.ucalgary.ca/ssc/writing-support>

2) Format:

- Drafts and paper format: US Letter, double-spaced, one-inch margins, 12-point Calibri font. Include page numbers and title page.
- Pay attention to grammar, always spell-check and **proof-read**.
- Give a brief definition in parentheses the first time you use any foreign language term. Example: *upāya* (skillful means).
- Give dates (if that information is available) for each person or period you discuss. Example: Wuzhu (714-774). Tang Dynasty (618-906)
- Word limits are flexible but do not include bibliography.

3) Citations and Bibliographies

This class uses the most recent edition of the Chicago Manual of Style and requires references and bibliographies to adhere to the Chicago citation system. You can find a quick guide here: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Alternatively please consult with the library staff for help with using the Chicago citation style. If you must cite online material (keep this to a minimum!) make sure they are academic sources with **identified authors** (not Wikipedia, etc.) and include the full url and date accessed.

4) Qualitative standards

Fail range (Below 50%)

Work may fail for any of the following reasons: plagiarism; lack of sufficient research using appropriate sources; irrelevance of content; failure to address the specified question or treat the specified theme; lack of analysis or interpretation; unacceptable levels of paraphrasing; excessive reliance on quotations; presentation, grammar or structure so deficient that work cannot be understood; very late submission without an extension.

D range (50-54%)

Work meets basic requirements in terms of topic selection and demonstrates some understanding of the chosen topic. However, it has major gaps or inadequacies in research, comprehension, and editing for grammar and spelling.

C range (55-69%)

Work may be reasonably well-researched and show signs of attempts to organize material, but remains weak in areas like formulating a paper statement, providing transitions, maintaining the thread of an argument or theme, and summarizing relevant conclusions.

B range (70-84%)

Work has considerable merit; contains evidence of an accurate command of the subject matter and a sense of its broader significance, offers synthesis and evaluation of material, and demonstrates an effort to engage with challenging reading. It maintains clear focus on the principal issues and shows understanding of relevant scholarly arguments and diverse interpretations, though there may be some weaknesses in clarity or structure. Articulate writing, with research properly documented.

A range (85-96%)

Work shows evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with questions, proposes an original and valid paper, and attempts an analytical evaluation of material. Makes a good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Shows evidence of ability to think theoretically as well as empirically, and to conceptualize and problematize issues in terms of the relevant discipline. Well-written and documented.

A+ (96-100%)

Work of superior standard that demonstrates initiative and ingenuity, pointed and critical analysis of material, and innovative interpretation of evidence. Makes insightful contributions to debate in the relevant discipline, engages with values, assumptions and contested meanings in source texts, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. Writing is characterized by creativity, style, and precision as well as proper documentation. Work may suggest that the author has advanced research potential in the following ways: critical insights into the work of established scholars; the proposal of a new perspective from which to view a problem; the identification of a problem not adequately recognized in the existing literature.

SCHEDULE (subject to change)

Week One

Tues. Sept. 12: INTRODUCTION

Thurs. Sept. 14: CHOOSING A RESEARCH TOPIC

Booth, et al., *The Craft of Research*, Part I: "Research, Researchers, and Readers," 1-27.
(check pages in new edition**)

Week Two

Tues. Sept. 19: METHOD ANALYSIS 1: Philology-based Philosophical Argument

****Note: For all the methodology examples, pay particular attention to the ways primary sources are used.**

Gold, Jonathan C. (2006). "No Outside, No Inside: Duality, Reality and Vasubandhu's Illusory Elephant." *Asian Philosophy* 16.1: 1-38.

Thurs. Sept. 21: LEARNING FROM MODELS

Students are asked to bring to class either a book or an article that is a model for them of the kind of work they hope to do. These will be described and discussed in class. Students should be prepared to answer questions about these materials. (Particular attention will be paid to questions of method.)

Week Three

Tues. Sept. 26: METHOD ANALYSIS 2: Socio-Historical Study

Walsh, Michael J. (2007). "The Economics of Salvation: Toward a Theory of Exchange in Chinese Buddhism." *Journal of the American Academy of Religion*: 1-30.

Thurs. Sept. 28: NO CLASS

Work on finding and developing your paper topic.

Week Four

Tues. Oct. 3: WHAT WOULD A PUBLISHED AUTHOR DO?

****Prepare 1 page Evaluation for class, send pdf before or after class (5%)**

Students should read one **peer-reviewed secondary source article** for their paper topic and prepare a **1 page written evaluation** of the article according to the questions listed below, and be prepared to discuss their source and evaluations in class. If you do not yet have a topic or source in mind, consult with the instructor. Attention should be paid to the selection and use of primary sources in the article.

Questions to consider when reading and evaluating an article:

1. Topic: The topic of a paper should involve an interesting question that can be answered given the available evidence. The topic should also be sufficiently focused so that it can be meaningfully discussed in the chosen page range. Has the author of this paper defined

the topic with enough focus to make it manageable and clear?

2. Title: The title is the paper's first impression on the reader. It should engage the reader and represent the contents of the paper concisely. Does the title of this paper achieve these goals?

3. Introduction: The introduction of the paper should make clear the problem or question that the paper is attempting to solve or answer, perhaps through a brief contextualization of the topic. **The introduction should also include an easily recognizable thesis statement.** After reading the introduction to this paper, can you identify the thesis statement and/or the question the paper will seek to answer?

4. Situating the paper in a broader conversation: Any piece of academic writing is one piece of a bigger conversation among scholars. Has the author identified and framed the broader scholarly debate within which the paper fits? Does the author summarize other writers' views on the question or topic clearly? Does the author take a clear stand in relation to this conversation/debate and explain how the paper adds to this conversation?

5. Sources and critical analysis: A successful paper involves critical engagement with carefully selected primary sources. Has the author done this? A paper writer also must make judicious use of secondary sources, not simply mining them for information but critically engaging them. Has this author succeeded here?

6. Organization and style: Is this paper well-organized and well-written? Is the thread of the argument clear, with transitions between sections?

7. Documentation: Has the author consistently used proper form for citing both primary and secondary sources? Is the bibliography complete and in the proper form?

8. Editing: Has the paper been carefully proofread so that it is free of grammatical errors and awkward or convoluted phrasing?

Thurs. Oct. 5: METHOD ANALYSIS 3: Gender Studies and “Non-Western” Subjects

Adamek, Wendi L. (2009). “A Niche of Their Own: The Power of Convention in Two Inscriptions for Medieval Chinese Buddhist Nuns.” *History of Religions*, 49.1: 1-26.

Extra Attendance credit:

Michelle Sorensen, Lecture on Tibetan Buddhist Female Practitioners,
Friday Oct. 6, 3-5pm, SS541

Week Five

Tues. Oct. 10: PROVISIONAL PAPER TOPIC

****Wed. Oct. 11: Send pdf of Topic description to instructor (5%)**

Students are asked to bring a brief description of their topics to class. This need be no more than a few sentences. These will be discussed in break-out groups.

Revise the descriptions after class, and these will be provided to the reference librarian who will prepare the workshop for next week's class. Note: the reference librarian may be able to save you valuable research time, so it is to your advantage to be precise in your descriptions and identify areas where you think you may need help.

Booth et al., *The Craft of Research*, Part II: "Asking Questions, Finding Answers," 29-84.**

Thurs. Oct. 12: METHOD ANALYSIS 4: Literary

McMahan, David (1998). "Orality, Writing, and Authority in South Asian Buddhism: Visionary Literature and the Struggle for Legitimacy in the Mahāyāna." *History of Religions* 37.3: 249–274.

Week Six

Tues. Oct. 17: CLASS WITH REFERENCE LIBRARIAN SAUNRA LIPTON

On the basis of the topic descriptions handed in last week, the Religion reference librarian will give a workshop for the class. Bring questions, this is a chance to get help with your bibliography.

Thurs. Oct. 19: METHOD ANALYSIS 5: Art History

Abe, Stanley K. (1990). "Art and Practice in a Fifth-Century Chinese Buddhist Cave Temple." *Ars Orientalis* 20: 1-31.

Week Seven

****Mon. Oct. 23 by midnight: PROPOSAL OUTLINE AND BIBLIOGRAPHY DUE (5%)**

- Outline of paper (1 page). **Includes thesis statement.**
- Preliminary bibliography of potential sources. Search for good-quality resources; even though you may not end up reading all of them, this provides a basis for further suggestions as your bibliography evolves. Your bibliography must be divided into two sections: primary and secondary sources. Must read: RESEARCH PAPER GUIDELINES; above, p. 4.

Tues. Oct. 24: DISCUSS PROPOSALS AND BIBLIOGRAPHIES

Students should be prepared to discuss their topics with other students in break-out groups. Have your one-page paper proposal outline and your preliminary bibliographies on hand.

Thurs. Oct. 26: METHOD ANALYSIS 6: Fieldwork

Solinger, Dorothy J. (2006). "Interviewing Chinese People: From High-level Officials to the Unemployed." In Maria Heimer and Stig Thøgersen, ed. *Doing Fieldwork in China*. Copenhagen: Nordic Institute of Asian Studies.

Week Eight

Tues. Oct. 31: UNDERSTANDING SCHOLARLY DEBATES AND REPRESENTING THEM

****1-2 pages, send pdf to instructor (5%)**

READ FIRST: Booth, et al., *The Craft of Research*, Part III: "Making a Claim and

Supporting It,” 85-148.**

Students will prepare a 1-2 page comparison of the two most important secondary works related to their papers. In this analysis, which will be presented to other students in break-out groups, students should consider questions like: What is the theoretical or methodological orientation of each writer? What are the aims of each writer? What assumptions underlie each author’s approach to the evidence? Where do these two writers agree and where do they disagree?

Thurs. Nov. 2: METHOD ANALYSIS 7: Cultural Critique and Network Approaches

(Queries: what do words/things *do*? Critiques cultural appropriations, argues for recontextualization within performative or actor-network matrices)

Faure, Bernard (1998). “The Buddhist Icon and the Modern Gaze.” *Critical Inquiry* 24.3: 768-813.

GUIDELINES FOR FIRST DRAFT SUBMISSION:

Booth, et al., *The Craft of Research*, Part IV: “Preparing to Draft, Drafting, and Revising,” Chapter 11: “Pre-Drafting and Drafting,” 149-174.**

Extra Attendance credit:

Eric Huntington, Lecture on Geo-Spatial Analysis of Mandalas,
Friday Nov. 3, 3-5pm, SS541

Week Nine

****Mon. Nov. 6: FIRST PAPER DRAFT DUE (Pass/Fail, must pass to continue)**

The draft should be approximately 4-5 pages. Your draft may be “rough,” but must consist of complete sentences and paragraphs (not annotated outlines or bullet-points) and include citations. It should define the problem under investigation, identify the approach that is used, analyze scholarly literature on the topic, and discuss the strengths and weaknesses of the primary source(s). One portion of this draft must deal with analysis of a central primary source, evaluating its reliability and point of view, and clarifying your strategies for reading it critically and using it in your paper. It is understood that introductions and conclusions are provisional at this stage, and will evolve. There should also be an expanded bibliography, again divided into sections for primary and secondary sources.

Pitfalls to avoid:

- Using quotations to do your work for you instead of using them to support your arguments
- Revealing the purpose of your paper only in the conclusion; this belongs in the introduction
- Using a secondary source as if it were a primary source. Remember: you would have to read *all* the sources used by a scholar in order to take her/his work as your primary source for analysis.
- Extensive paraphrasing of others’ work -- borderline or outright plagiarism.

****Tues. Nov. 7: PRESENTATIONS OF PAPER DRAFTS (Pass/Fail, must participate to pass)**

Students will make a 5 min. presentation of their paper topics in break-out groups, and invite

questions and comments. The following class period will also be devoted to group presentations and discussion.

****Thurs. Nov. 9: PRESENTATIONS OF PAPER DRAFTS, cont.**

Week Ten

BREAK Nov. 10-13

Tues. Nov. 14: PAIRED CONFERENCES

Based on topics, students will be paired, each acting as peer editor for the other for the duration of the class. Students must send copies of their paper draft to their peer editor. Students will meet with their peer editors to discuss planned revisions and the further progress of their drafts, with a focus on the substantive body of the paper. Editors should ask questions and gain a clear understanding of the author's arguments and aims.

Thurs. Nov. 16: EDITORS' PRESENTATIONS

Based on meetings with their author, peer editors will present the work of their authors in groups of four. Peer editors will present their understanding of the main aims and arguments of the draft they have read and the author's plans for further work. This may or may not agree with the author's own conception of their work. Students will discuss together how to strengthen each other's work.

Week Eleven

Tues. Nov. 21: INDIVIDUAL CONSULTATIONS

Instructor available for consultations during class and by appointment.

****Thurs. Nov. 23: SECONDDRAFTDUE (20%)**

Send pdf to instructor and peer editor.

This 12-page draft should consist of 2 pages of introduction and 10 pages of substantive research. These 10 pages should include at least 4 pages of analysis/discussion of your primary source material.

Week Twelve

Tues. Nov. 28: PAIRED CONFERENCES and WRITER'S FORUM

Students will meet with their editors to discuss the section of draft handed in last week, and bring up any problems experienced as they work toward their paper presentations. Editors should provide feedback based on their reading of the draft.

The following are among the questions peer editors should consider when reading the draft: Are the claims and aims in the thesis statement carried out throughout the paper? Are the arguments well-supported? Are there helpful transitions from one section to the next? Is the primary source material explained and analyzed? Does the author strike the right balance between paraphrasing and quoting? Are citations complete and in proper form? Are there stylistic problems that should be addressed at this stage?

Last part of class: entire group discussion of experiences with the writing process, sharing

strategies and stories.

****Thurs. Nov. 30: PAPER PRESENTATIONS (15%)**

Based on topic, papers will be organized into conference-style panels. Students will present their papers to the class (10-15 mins., may include slides) and respond to questions.

Week Thirteen

****Tues. Dec. 5: PAPER PRESENTATIONS, cont.**

****Thurs. Dec. 7: PAPER PRESENTATIONS and WRAP-UP**

****FINAL PAPER DUE Monday, Dec. 18 (30%)**

- 16-18 pages (approx. 4000-4500 words), plus bibliography.

NOTIFICATIONS

Academic Honesty

Plagiarism is not tolerated at the University of Calgary and has serious consequences. Please see the relevant sections on Academic Misconduct in the current University Calendar:

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

“A **single offense** of cheating, plagiarism, or other academic misconduct, on term work, tests, or final examinations, etc., may lead to disciplinary probation or a student's suspension or expulsion from the faculty by the dean, if it is determined that the offense warrants such action.”

Your papers/presentations must be your own work; inadequate referencing as well as excessive paraphrasing (slightly altering wording but retaining the structure and sequencing of another person's work) may be seen as plagiarism.

If you have questions about correct referencing, please consult your instructor, librarian staff or the Chicago manual of style.

Writing Support

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

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/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Desire2Learn Help

Go to <http://elearn.ucalgary.ca/desire2learn/home/students> for Student Help and FAQ's about D2L.

Troubleshooting tips and a tutorial are also available on this website.

Faculty of Arts Program Advising and Student Information Resources

- For program planning and advice, students in the Faculty of Arts will contact The Arts Students' Centre (ASC). Drop in at SS102, call at 403-220-3580 or email at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library.

Freedom of Information and Privacy

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP): <http://www.ucalgary.ca/secretariat/privacy>

The Freedom of Information and Protection of Privacy Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about

yourself that you share with your course instructor will not be given to anyone else without your permission. As one consequence, students should identify themselves on all written work by placing their name on the front page and their ID number on each subsequent page.

Student Ombudsperson and Students' Union Representative

The Student Ombuds Office provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. See www.ucalgary.ca/provost/students/ombuds for more information.

The Students' Union Faculty of Arts representative can be reached at arts1@ucalgary.ca.

Emergency Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at www.ucalgary.ca/emergencyplan/assemblypoints. Please check this website and not the nearest assembly point for this course.

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). This service is free and available to students, staff and campus visitors 24 hrs/day, 365 days a year. Call 403-220-5333 or use one of the Help phones located throughout campus to request a walk.

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