



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

GSXS 405 S01
Feminist Praxis
Fall 2021
Tuesday/Thursday 2:00 to 3:15 p.m.
Online

COURSE OUTLINE

Instructor Name: Joe Kadi

Email: jkadi@ucalgary.ca (please review communication guidelines below).

Office hours: By appointment.

COURSE DELIVERY INFORMATION FOR THIS ONLINE COURSE

This course will be delivered online and synchronously, Tuesdays and Thursdays, 2-3:15.

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

Students can find the official course description here:

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

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

Course Description:

Praxis is the term used to describe the coming together of theory and practice to create informed, conscious and self-conscious action. In this seminar, we will investigate key concepts of activism, and examine the links and gaps between theories and practices. This will be done through our course work, and through the practicum aspect of the course. Examples from feminist, queer, trans and other social justice movements will be explored.

Course Learning Outcomes:

- *understand the broad ranges of issues feminists were/are concerned about
- *consider the relevance of feminism/social justice in today's world
- *understand the meaning of praxis, differentiate between theory and action, strengthen our abilities to assess social change work in respectful, clear ways
- *study social change work, in order to gain a more holistic perspective of our subject matter
- *appreciate the importance of social change work/feminist activism
- *connect with activists past and present
- *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.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

- *Ten Thousand Roses: The Making of a Feminist Revolution*, by Judy Rebick.
- *As We Have Always Done: Indigenous Freedom through Radical Resistance*, by Leanne Betasamosake Simpson.
- *We Will Not Cancel Us*, by adrienne maree brown.

These are available at the U of C bookstore.

Other readings for the course may be posted on the D2L site.

COURSE ASSESSMENT AND EVALUATION

***Student Agreement and Participation Pact.** Due Sept. 9.

***Discussion Questions.** Due Sept. 21, Sept. 28, Oct. 5, Oct. 12, Oct. 26, Nov. 2, Nov. 16, Nov. 23, worth 20 percent.

***The Alignment Experiment**, due October 15, worth 20 percent

***Experiential Learning Activity**, throughout term, starts week of Sept. 28, worth 15 percent.

***Report on Campus Activities Assignment – OR – Preparation for GSXS503.** Due Nov. 19, 15 percent.

***Final paper**, due December 14, worth 30 percent.

Discussion questions. Students will bring a copy of their discussion questions to class, and be prepared to upload four of their questions in the D2L dropbox. Due dates are Sept. 21, Sept. 28, Oct. 5, Oct. 12, Oct. 26, Nov. 2, Nov. 16, Nov. 23. These questions will be used to form the basis of our work on the reading for the day. On four of those days, your discussion questions will be collected, and a letter grade, worth 5% of your overall grade, for a total of 20%, will be given. The dates for the collection will not be announced: the assumption is that students will put the same amount of work into each week's question, and thus it will not matter whether the question is collected.

A seminar class provides a rare opportunity to meet with a group of like-minded scholars and work/talk through issues and materials of interest. Preparing discussion questions ahead of time helps facilitate in- depth discussions. Questions will be accompanied by a

paragraph in which students set out preliminary responses to the question. Questions may specifically refer to ideas/theories/history outlined in the text, or relate to thoughts/questions connected to the text and the practicum. Each question will have a direct connection with our course material.

Each student will be allowed to submit one discussion question over email, if they are absent from class on that day. The email must be sent before class begins on the day in question. Students will not be allowed to submit other discussion questions over email. This means that if you are absent for more than one class, and if the professor collects discussion questions on that day, you will receive an F on that day's discussion question.

Each of the four graded questions are worth 5 percent of the overall grade, which means this assignment is worth 20 percent of the overall grade.

The Alignment Experiment.

This assignment allows students to choose and engage in an exercise of self-awareness, connected with our course material. Because we will be engaging in in-depth discussions about feminists' ability to align their beliefs (theories) with their actions in the world, we need to bring this level of scrutiny to our own personal alignment. Students will first articulate the ways in which their beliefs are not aligned with actions. Students will then choose a 7-to-10-day set of activities that will allow for movement toward alignment. After completing the experiment, students will write a paper analyzing their learnings and insights. This critical reflection paper will be 6 to 8 pages long, double-spaced, 12-point font. It is due on October 15.

Experiential Learning Activity.

Students will take turns facilitating the first 15 minutes of our class time, leading us through an experiential activity. Given that we are online for fall term, students may choose an indoor activity that we all do together, an indoor activity that each person does separately, or an outdoor activity that each person does separately. This activity will provide us with a chance to engage with our campus, our course material, each other, and possibly our Earth in new ways; it will deepen our learning through the term as we experience creative collaborative learning.

What kind of experience will you choose? There are an abundance of possibilities, including but not limited to a game, a scavenger hunt, a meditative exercise, or (for outdoor activities) tree identification or wildlife identification. The student facilitating will explain the activity, and the rationale for it, at appropriate times. The student will provide appropriate instructions: it is not expected that the student will talk for the whole time, only at such times as instructions and context are necessary.

The first experiential learning activity led by a student will occur on Sept. 28. A schedule will be posted before that date, so that students know which day they are facilitating.

Everyone needs to arrive 5 minutes before class begins – and be prepared to begin class with the experiential activity.

Report on Campus Activities Assignment – OR – Preparation for GSXS503 Assignment.

Option A: For students not planning to take GSXS503 in Winter 2022:

Students will attend (either in-person, or over zoom) three campus activities during fall term. There are numerous things happening regularly on our campus, through the

Women's Resource Centre, the Writing Symbols Lodge, the Faith and Spirituality Centre, the Q Centre, the Office of Sustainability, to name some of the possibilities. Students will attend three events of their own choosing, and write up a report (see report template on D2L) describing the events and explaining how their understanding of praxis was deepened.

Option B: For students planning to take GSXS503 in Winter 2022:

Students planning to take 503 in winter of 2022 may choose to be assigned to a local, non-profit, social change group. This optional work will give students a head-start for GSXS 503, winter 2022 term: they will be linked with someone working for a social change group, and will have the chance to engage in volunteer work and research, for a minimum of 15 hours over the term. The 15 hours is over and above the three weeks of class time. Students who choose this option will likely continue to work with that particular group, in the winter 2022 term, as part of their practicum experience. Students will write up a report (see report template on D2L), which will help them consider issues pertaining to praxis, social change, and communication.

Due November 19: whichever option the student chooses, the report is due on November 19. Students must decide about engaging in Option A or Option B by week 3 of fall term.

Please note: It may be possible for students not planning to take GSXS 503 in the winter 2022 term to do Option B, if they want this opportunity.

Final paper.

This 10- to 12-page paper will analyze and reflect on the concept of praxis. Students are advised to keep detailed notes through the term, about praxis, social change, and personal insights. In this paper, students will consider these questions: What are the key take-aways from this course, in terms of praxis? What did I learn? In what ways did the alignment experiment and/or the outdoor learning activity deepen my understanding of praxis? Which authors resonated with me, and why? Due Dec. 14.

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.

GENDER AND SEXUALITY STUDIES 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.

The instructor will endeavor to respond to emails within five business days of receiving the message. *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.* If you don't receive a response within five business days, it means you can find the answer yourself and are expected to do so.

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

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).

Effective July 1, 2021, the program's name will be changed to Gender and Sexuality Studies, under the course designation of GSXT. Over this curricular year, we will be adjusting to this change. It will not affect your degree or course standing. If you have any questions, ask your instructor or the program coordinator.

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/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/procedure-for-accommodations-for-students-with-disabilities.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.

Time limit and extended deadline accommodations can be set by D2L. Therefore it is imperative that students provide instructors with the appropriate documentation at the beginning of term.

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. Instructors may request that evidence in the form of documentation be provided. 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 information on possible forms of documentation, including statutory declarations, please see ucalgary.ca/pubs/calendar/current/n-1.html

Student Support and Resources

Full details and information about the following resources can be found at ucalgary.ca/Registrar/registration/course-outlines

- 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 Rebecca Lesser (Undergraduate Program Administrator 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/ssc.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit 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](#).

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/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. 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 (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).