



UNIVERSITY OF
CALGARY

FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY

WMST 401.7 Lecture 01
“Special Topics in Feminist, Gender, and Sexuality Studies”
Feminist Media Art Activism: The Legacy of Studio D

Winter Term 2019
Course Outline

Lectures: Mondays 5:00 – 7:45 PM in SS 203

Instructor: Dr. Rebecca Sullivan
Office: Social Sciences Building, #1142
Office Phone: 403-220-3397 (rarely answered)
Email: rsulliva@ucalgary.ca (see policies below)
Office Hours: Mondays, 12:00 – 2:30 PM (excluding Reading Week, ends April 15)

Office Hours are drop-in, first-come-first-serve. Do not email to book an appointment.

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, and that 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 Description

This course is an in-depth exploration of the legacy of Studio D for feminist media arts activism in Canada. Studio D was the women’s unit of the National Film Board, operating from 1974-1996. During that time, it produced over 100 films that document major social issues from a gender and sexual lens. While there were many grassroots feminist film and television collectives across Canada, Studio D was the only feminist arts organization in the world fully supported within a federal cultural agency. Thus, through the example of Studio D, we can address contemporary concerns, including:

- Differences between grassroots and mainstream gender and sexual political activism
- The importance of representation and participation for gender and sexual justice
- Shifting perspectives on key issues for gender and sexually marginalized people
- Defining feminist and queer organizational praxis
- Ethical media engagement

Course Learning Outcomes

- To gain an intergenerational and intersectional appreciation of feminist media arts activism in Canada
- To understand key theoretical, methodological, ethical, and praxis approaches to feminist media arts, in particular documentary
- To interrogate debates within gender and sexually diverse communities across Canada over their representation and participation
- To critique the ideas of “national culture” and “public good” from a feminist intersectional lens

Students are welcome to define their own learning objectives and to share them with the class.

Content Warning

Some of the materials and topics in this class will 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.

Participatory Classroom Philosophy

In our participatory classroom, students will be invited to engage in a number of ways, from dyads to small groups to full class. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their “braver space” intentions.

Required/Recommended Texts and Screenings (including electronic resources):

- Available on D2L and through the university library (<http://library.ucalgary.ca/>).
- All screenings are considered part of any lecture, examination or assignment parameters.
- Additional recommended readings and screenings may be included in D2L.

Course Assessment

This is a participation- and writing-intensive course. Thus, assessment is based upon a hybrid scaffold / graded system. The assessment criteria for all writing is based upon the rubric provided in D2L. Students are expected to familiarize themselves with the rubric and work to its guidelines.

If you have questions about your final grade, you may meet with the instructor during office hours. Together, we will review your grade in the context of the rubric, analyzing your assessment and interrogating how you can improve your work. Only under exceptionally rare circumstances (usually as the result of a factual error by the instructor) will a grade be changed. The instructor will not respond to email queries about grades. You must meet in person to discuss. You are encouraged to speak with the instructor about your assessment goals and ask for assistance prior to any due dates.

Unless otherwise stated, no “make-up” assignments nor bonus assignments are provided in this course.

On April 22nd, D2L will be taken offline so the instructor can finalize grades. Queries about assignments or final grades will not receive a response. You will see your grades when they’re posted. D2L grades are neither final nor official, and always subject to change.

Scaffolded Grading System

	F	D/+	C +/-	B +/-	A +/-
Wiki Edit-a-Thon All work must meet Wikipedia standards, course deadlines, and be assessed as “excellent” or “outstanding” to be counted toward word total	*Non-participation at event <i>and/or</i> Less than 2,000 words for new entries <i>and/or</i> Thorough edits / revisions of 1-2 existing entries	*Non-participation at event <i>and/or</i> 2,000 – 3,000 words for new entries <i>and/or</i> Thorough edits / revisions of 3-4 existing entries	Participation at Event <i>and</i> 3,000 – 4,000 words for new entries <i>or</i> Thorough edits / revisions on 5 or more existing entries	Participation at Event <i>and</i> 4,000 – 5,000 words for new entries <i>and</i> Thorough edits / revisions on 1-3 existing entries	Participation at Event <i>and</i> 5,000 words or more for new entries <i>and</i> Thorough edits / revisions on 4 or more existing entries
Times Up	Incomplete or Insufficient	Submitted and assessed as a “marginal pass”	Submitted and assessed as “satisfactory”	Submitted and assessed as “good”	Submitted and assessed as “excellent” or “outstanding”
Reflection Writing (only those graded as “Pass” count)	Less than 4	4 - 5	6 - 8	8 - 10	10 or more
Student Engagement	Incomplete	Complete	Complete	Complete	Complete
<p>You must meet all of the criteria to receive credit at the appropriate grade level. Plus and minus grades are at the discretion of the instructor.</p> <p>The Wiki Edit-a-Thon is a mandatory criteria. That means that whatever level you accomplish in that assignment is the highest grade you can achieve in the course.</p> <p>* If you provide a Statutory Declaration, the grade penalty for non-participation will be waived</p>					

Wikipedia Edit-a-thon

Much of the course work builds toward participation in an Art+Feminism Wikipedia Edit-a-thon. While it is difficult to acquire exact data, it is estimated that less than 20% of all Wikipedia editors are women and less than 30% of all biographical coverage is on women. Despite their major contribution to feminist media, the women of Studio D are woefully under-represented. In fact, Studio D itself does not have its own Wikipedia entry. Thus, we will create our own feminist media activism event by hosting a Wikipedia Edit-a-thon to insert the films and filmmakers of Studio D into the world’s largest online encyclopedia.

Training videos, slide decks, and documents are available at <http://www.artandfeminism.org/editing-kit/>. Some of the videos will be shown in class on January 14th, but additional independent training is required. Students must have the proper training to produce Wikipedia-quality entries no later than February 1st.

A sign-up sheet for all eligible entries will be made available in class on January 21st and will be finalized and published on D2L on January 28th. All entries must have at least one student assigned, and no more

than three total. The instructor reserves the right to re-assign students to other entries.

Complete drafts of your entries must be uploaded to D2L Dropbox “Wikipedia Drafts” by Monday, February 25th at 11:59 PM. They must be reviewed and approved before they can be uploaded to Wikipedia, so this deadline is non-negotiable. Therefore, you must have completed drafts of all your intended entries (new and edited) by this date. However, your final grade only accounts for the approved entries uploaded on March 25th. You cannot add more entries after February 25th, but you can remove some (or have some removed by the instructor) that are not to Wikipedia standards. Therefore, if you submit inadequate work on February 25th, you may find that you can no longer meet your grade goals. You can expect to do more work on your submitted entries, and you will receive feedback by March 11th at 11:59 PM.

More details on this assignment will be provided in the course. If you miss any information due to absence, the onus is on you to catch up. The instructor will not provide personalized email instruction nor one-on-one tutorials.

Times Up

Since this course assesses the legacy of Studio D, we must also take into account contemporary feminist/queer media arts activism. Students must write a critical assessment of a feminist / queer Canadian film or moving image installation produced in the last five years (i.e., since 2014). The assessment is not simply a review, but must also include analysis of the artwork’s production process, key creative personnel, distribution, and critical reception. The final essay must be approximately 2,000 words and follow the technical requirements outlined on the rubric. A minimum of three peer-refereed sources from independent research and three sources from assigned readings must be meaningfully cited. Submit the essay into D2L Dropbox “Times Up” no later than April 22nd at 11:59 PM. No extensions are granted without a Statutory Declaration. Only Word and PDF documents will be accepted.

Reflection Writing

As this is a senior seminar course in a participatory classroom, students must be prepared to discuss the films and readings assigned. Therefore, there is a weekly pre-class writing assignment. Students will receive a “prompt” question on the material assigned for the next class by Wednesday at 5PM and must submit a 250-300 word response no later than Friday at 11:59 PM. For example:

Scheduled Class	Prompt Published	Response Due
January 21 (5-8PM)	January 16 (5PM)	January 18 (11:59PM)

Submit the response into D2L Dropbox “Reflection.” Only Word and PDF documents will be accepted. You have the opportunity to submit 12 responses, therefore, no extensions will be granted. All responses must follow the technical requirements outlined on the rubric. No independent research is required, but references to the class material are expected. The responses will be graded as a Pass/Fail. Poor writing, failure to directly address the prompt, too short (or excessively too long) a response, disrespectful tone, or just a sloppy, insufficient effort will result in a Fail. You will only be notified if you receive a Fail. Otherwise, assume no news is good news.

Engagement

In our participatory classroom, students will be invited to engage in a number of ways, from dyads to small groups to full class. No student will be placed in a situation that causes them deep discomfort but all students are encouraged to bring their “braver space” intentions. Three separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by all three questionnaires and your engagement in the class throughout

the term. All three are available through Quizzes in D2L. They won't be graded, per se, but Quizzes is a more versatile function than Survey in D2L so it gets used. *Failure to complete any of these three components by their deadlines will result in a grade of 0 for Engagement.* The onus is on you to manage your time, so do not ask for any of the questionnaires to be re-opened.

The Student Code of Conduct Agreement must be completed by January 25th at 11:59 PM. It is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question.

The Participation Pact must be completed by January 25th at 11:59 PM. It is a list of short questions through which the student can assess their commitment to the course, and what they can bring to a participatory classroom. It is an opportunity to reflect on your strengths, your developing skills, your unique learning strategies, and your responsibility to the rest of the class.

The Participation Self-Evaluation must be completed by April 15th at 11:59 PM. It is an opportunity to assess how well you met your own commitments and learning goals in this class.

Both the Participation Pact and Participation Self-Evaluation will be assessed by the instructor based on depth of analysis, attention to detail, and quality of thought and expression.

Policy for Late Assignments

Unless otherwise stated, no extensions will be granted on assignments unless a Statutory Declaration is provided (<http://www.ucalgary.ca/pubs/calendar/current/n-1.html>). Under special circumstances, a student may also apply for a Deferral of Term Work (<https://www.ucalgary.ca/pubs/calendar/current/g-7.html>).

Failure to submit on time will result in a grade of F (zero).

Failure to complete all of the required exams and assignments (including Engagement) may result in a grade of F (zero) in the course. If you complete all assignments but receive more than two Fs, the instructor reserves the right to give you a final grade of F.

It is the student's responsibility to keep a copy of all assignments in case of loss by any cause.

There will be no Registrar-scheduled final exam.

Grading system:

This course uses a hybrid scaffold-graded system. You must produce a sufficient amount of work of a sufficient quality to receive your desired grade. It does not use the Point System. The university's Undergraduate Grading System is available here: <http://www.ucalgary.ca/pubs/calendar/current/f-2.html>.

For your reference, a grading system is provided here. However, pay attention to the course rubric and the Undergraduate Grading System Descriptions.

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95 %	A	92	4.0	Excellent
85 – 89 %	A–	87	3.7	Approaching Excellent
80 – 84 %	B+	82	3.3	Exceeding Good
75 – 79 %	B	77	3.0	Good
70 – 74 %	B–	72	2.7	Approaching Good
65 – 69 %	C+	67	2.3	Exceeding Satisfactory
60 – 64 %	C	63	2.0	Satisfactory
55 – 59 %	C–	57	1.7	Approaching Satisfactory
53 – 54 %	D+	54	1.3	Marginal Pass
50 – 52 %	D	52	1.0	Minimal Pass
0 – 49 %	F	0	0	Did Not Meet Requirements

Women’s Studies Program Course Policies

Course Content:

This class respects 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 classroom 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 onto your own personal beliefs, but recognize that there will be differences of opinion and experience.

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

Some of the materials and topics in this class 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 instructor and/or to take measures to ensure that you feel braver in the classroom. You will not be exempt from any assigned work but we will work together to accommodate your concerns.

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

SU Wellness Centre

(<http://www.ucalgary.ca/wellnesscentre/> 403-210-9355 / 403-266-4357)

Alberta Mental Health Hotline

(<http://www.albertahealthservices.ca/services.asp?pid=saf&rid=1019446> 1-877-303-2642)

Calgary Communities Against Sexual Abuse Hotline

(<http://www.calgarycasa.com/> 403-237-5888)

Trained peer supporters are also available on campus at the following centres:

Women's Resource Centre

(<https://www.ucalgary.ca/women/> 4th Floor, MacEwen Centre, in The Loft)

Q Centre for Gender and Sexual Diversity

(<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/> 2nd Floor, Mac Hall, near The Den)

Faith and Spirituality Centre

(<http://www.ucalgary.ca/fsc/> 3rd Floor, MacEwen Centre)

Native Centre

(<https://www.ucalgary.ca/nativecentre/> 3rd Floor, MacEwen Centre)

For more resources, you are encouraged to consult the Campus Mental Health Strategy.

<http://www.ucalgary.ca/mentalhealth/>

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

Student Conduct

A Student Code of Conduct Agreement is part of this course, available on D2L. It is a required component of the class (see "Engagement").

Students are expected to attend class regularly. They must come prepared and ready to work.

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 that was provided during regular class meetings.

Plagiarism, defined as using any source whatsoever without clearly documenting it, is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement on plagiarism provided at the end of the syllabus.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Course Technology

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to take notes in class. Using your device to go online for any reason – unless the instructor gives you direction to do so for class-related purposes – is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. See the Student Code of Conduct Agreement for more details.

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 before class time for any last minute changes or cancellations. D2L only uses @ucalgary email addresses.

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.

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, then by a pre-arranged meeting time (only if the instructor's office hours conflict with another course), and then by email. Use of email is strictly regulated and the *least* useful mode of communication.

The instructor will endeavor to respond to emails within three business days after 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 the student is requesting detailed information on their progress in the course, the instructor will not reply. Therefore, if you don't receive a response within three business days that probably means *either* you can find the answer somewhere yourself *or* you need to meet with the instructor in person. Please note, that the university's regular business hours are 8:30-4:30.

If you are in crisis (medical, legal, or at-risk), please disregard this policy and email the instructor immediately so that we can ensure your safety and well-being as quickly as possible.

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 classroom 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.*** Some guidelines are provided below.

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 wellbeing, 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. Therefore, if you need to correct language use, do so respectfully; and 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 classroom 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 not acceptable.

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 could 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 and focus on the participatory classroom.

About the Women’s Studies Program

The Women’s Studies 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 (wmstprog@ucalgary.ca) and check out our website: <https://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](#)

[Native Centre](#)

[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 Women's Studies program is administered by the Department of Philosophy. The Program Coordinator is Joe Kadi (jkadi@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Nicole Wyatt (nicole.wyatt@ucalgary.ca / phildept@ucalgary.ca).

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded 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. See the relevant section K.5 on 'Academic Misconduct' in the current University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-5.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 correct referencing, consult your instructor.

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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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

D2L Help

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <https://ucalgary.service-now.com/it> for help.

General Academic Concerns and Program Planning

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email ascarts@ucalgary.ca. Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/advising> for detailed information on common academic concerns

Advice on Women's Studies Courses

You may find answers to your more specific questions about a degree in Women's Studies at the University Calgary at <https://arts.ucalgary.ca/womens-studies> or contact the Coordinator of the WMST Program, Joe Kadi at jkadi@ucalgary.ca.

Registration Overload/Prerequisite Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prerequisites for a course, email the Philosophy Department Undergraduate Program Administrator (UPA), Rebecca Lesser (rebecca.lesser@ucalgary.ca). Include the specific course information and your UCID number in your request.

Writing

All written assignments (including, although to a lesser extent, written exam responses) 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. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Protection of Privacy

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

Internet and Electronic Communication Devices

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy

Emergency Evacuation:

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 <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Other Helpful Contacts

- Safewalk and Campus Security: 403-220-5333.
- Faculty of Arts Student Representatives: 403-220-6552, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Union: <https://www.su.ucalgary.ca/>; 403-220-6551.
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>
- Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>