



DEPARTMENT OF PSYCHOLOGY
Faculty of Arts

PSYC 501	The Psychology of Terrorism	Fall 2023
Instructor:	Dr. Michael King	Lecture Location: AD 248
Phone:	N/A	Lecture Days/Time: Wednesdays 16:00-18:45
Email:	michael.king2@ucalgary.ca	
Office:		
Office Hours:	by appointment only; appointments must be requested by email	

Course Description

This course examines the psychological concepts used in the study of terrorism and the practice of counter-terrorism. Lectures will cover major theories of radicalization to violence, preventing and countering violent extremism, disengagement, and deradicalization.

**Given this is a course about terrorism, many topics examined in this course will involve offensive ideas about specific groups, as well as calls for violence and justifications for violence.*

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe, evaluate, and communicate how psychological processes either contribute or not to the radicalization and mobilization of individuals involved in terrorism.	Contributions, exams, case study	1, 2, 4, 5, 7	A, A, A, A, A
Communicate the limitations of psychological theories used to explain why people become involved in terrorism.	Contributions, exams, case study	1, 2, 4, 5, 7, 8	A, A, A, A, A, A
Identify and describe what psychological factors contribute to individuals' disengagement and deradicalization.	Contributions, exams, case study	1, 2, 4, 5, 7	A, A, A, A, A
Identify and describe some psychological processes relevant to counter-terrorism investigations.	Contributions, exams	1, 2, 4, 5, 7, 8	A, A, A, A, A, A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological

knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

General Course Learning Outcomes

By the end of this course, students will be able to critically analyze psychological concepts and theories used to explain why people become involved in terrorism. Students will also be able to describe the social-psychological factors that influence disengagement, deradicalization, and counter-terrorism investigations.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This is an in-person class held on campus.

Prerequisites

Psychology 300, 301, admission to the Psychology Honours program, and consent of the Department.

Required Text

The required materials for this course are listed in the [course calendar](#). Many required reading materials can be found through the University of Calgary Library while others are freely available on the internet.

Technological Requirements

Students need an electronic device that connects to the internet (i.e. a computer or tablet) to access course material, as well as to access to participate in class activities, and to carry out evaluations. Course materials, class activities, and exams will be accessible on D2L/*Brightspace*; some guest lectures may be conducted through Zoom.

Assessment Methods

Contributions – 20%

In the 24 hours following each lecture, a question will be posted as a new *Discussion Topic* on D2L/*Brightspace* about the material to be covered in the next lecture. Each student must respond by posting a short “contribution”. This contribution can be (1) a response to the posted question or (2) a comment about another student’s response. Feel free to engage in discussion. However, please be respectful.

Each contribution should be maximum 75 words and submitted before the next lecture begins. Students are expected to post 10 contributions throughout the semester whereby each contribution is worth 2% of a student’s final grade. Each contribution should demonstrate some reflection and critical thinking

about the topic of the next lecture. Should the instructor deem a contribution void of reflection and effort, the contribution will be awarded a zero (0%) grade.

Mid-term exam – 25%

An exam will be administered during class on **Wednesday October 25**. This exam will contain multiple-choice questions and short-answer questions. This exam will test the material covered during all previous lectures and mandatory readings since the beginning of the semester. This exam is “closed book”: The use of resources, including class notes, the textbook, and online resources is prohibited during the exam. Students may not communicate with others about course material or the exam either in person or electronically during the exam.

Final exam – 25%

A final-exam will be administered during the exam period, **from December 9 to 20**. This exam will contain multiple-choice questions and short-answer questions. This exam will test the material covered during all previous lectures and mandatory readings since the beginning of the semester. This exam is “closed book”: The use of resources, including class notes, the textbook, and online resources is prohibited during the exam. Students may not communicate with others about course material or the exam either in person or electronically during the exam.

Case study – 30%

Students will be asked to write a case study outlining the radicalization process of an individual. This written assignment is due on the last day of class, **December 6 by 9:00 pm MT, and must be submitted to the instructor via email**. Additional details and expectations for the case study will be discussed in class.

Approval for the case study

Each student must obtain approval from the instructor about the individual chosen for the case study. Students will need to email the instructor with the name of the individual and a short description of their involvement in terrorism. **The deadline to submit a name to the instructor is Friday, November 24 by 5 pm MT**. Students may be asked to select another case study. Any case study submitted for grading that has not been approved by the instructor will be awarded a zero (0%) grade.

The case study should be structured as follows:

1. Short description of case.
2. Description of the extremist ideology espoused by the subject of the case study.
3. Summary of the history of this violent extremism ideology (described in 2) in the West.
4. Description and explanation of the individual’s radicalization
 - a. Use all sources available to reconstruct the individual’s process of radicalization, but attribute more importance to credible sources (e.g. mainstream media outlet; primary source information) and less importance to less credible sources (e.g. Twitter, YouTube; secondary source information). For help on determining the credibility of information sources, consult the university library resources.
 - b. Link your explanation to models, theories, and/or factors discussed in the academic literature on terrorism and psychology.
 - c. Highlight any falsehoods, wrong assumptions, or erroneous theories about radicalization found in media or academic accounts of this case.

5. If applicable, identify current or missed intervention opportunities to disengage or deradicalize the individual.
6. Reflecting on the individual's process of radicalization, describe any implications for government policy: either federal (e.g. counter-terrorism policy), provincial (e.g. health policy), or municipal (e.g. policing policy).

Format of the case study

The case study should be between 8 to 10 pages in length, including references. Grammar, syntax, and spelling will be taken into consideration during grading, as will the formatting of the paper. The formatting guidelines are as follows:

- A title page with: (1) your paper title, (2) your name, (3) your student number, (4) the course name and code, (5) the submission date, (6) the total word count and, (7) the instructor's name;
- The text is size 12, double-spaced, and uses Times New Roman font;
- The paper has 1 inch margins and ½ inch headers and footers;
- The pages are numbered;
- The paper uses in-text citation and conforms to APA formatting guidelines;
- There is a reference list at the end of the paper written in APA style that contains a minimum of five academic articles.
- Any changes to the style, content, or format of the paper will be posted on D2L/*Brightspace*.

Teaching/Assessment Methods, Policies, and Expectations

Attendance

In-person attendance does not contribute to students' final grade, but it is strongly encouraged.

Time Commitment

In order to succeed in a 3-credit course, alongside the standard 3 hours of weekly in-class instruction, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. reading, studying, writing contributions; totaling an expected time commitment of 9 hours per week per course (on average).

Communication Policy

All electronic communications must occur through your @ucalgary email. Please allow at least two (2) business days for a reply to your email. Before emailing a question, please *fully* read this syllabus and associated resources. The answers to many questions can be found in this document and students may be referred back to the syllabus if the answer is readily available.

Teaching Methods

Classes will primarily consist of lectures and discussions about the course material and readings. Class will generally begin by reviewing the "contributions" of students (see Assessment Strategy section below) to initiate discussion about the topic of the lecture. Several guest lecturers have been invited to discuss specific topics. These guests have practical, hands-on experience in either counter-terrorism or countering violent extremism.

Language Expectations

This course is delivered in English, and in-class interactions, including the online discussion boards, and feedback will also be managed in English. Part of your evaluation will be on your writing abilities, it is therefore recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15% for poorly written materials, at the instructor's discretion.

Mobile Devices

Unless explicitly requested, please refrain from using mobile devices during lectures. Lecture time is quite limited, therefore you should prioritize using this time to engage with class discussions and other content-related activities.

Late Assignments

Weekly contributions must be submitted on D2L/Brightspace before the lecture begins. Without approval from the course instructor late submissions will be awarded a zero (0%) grade.

The case study will have a specific due date and time. All late submissions will be immediately docked 10%, with an additional 10% for each subsequent day late including weekends. Submitting a case study more than 5 days late may be given a zero (0%) grade, and will be decided on a case-by-case basis by the instructor.

Once approved by the course instructor, and at their discretion, alternative arrangements for missed assessments may be considered <https://www.ucalgary.ca/pubs/calendar/current/g-1-2.html>. Students may be asked for documentation <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule:

Lecture	Date	Topics	Required Readings	Optional Readings
1	Sept 6	Concepts and definitions	Schmid, A. (2004). Terrorism - the definitional problem. <i>Case Western Reserve Journal of International Law</i> , 36, 375.	Public Safety Canada (2018). <i>National Strategy on Countering Radicalization to Violence</i> . Available on publicsafety.gc.ca
2	Sept 13	Violent extremist ideologies	CSIS Public Report 2022 https://www.canada.ca/en/security-intelligence-service/corporate/publications/csis-public-report-2022.html Bjørge, T., & Ravndal, J. A. (2019). <i>Extreme-right violence and terrorism: Concepts, patterns, and responses</i> . International Centre for Counter-Terrorism.	Gartenstein-Ross, D., Zammit, A., Chace-Donahue, E., & Urban, M. (2023). Composite Violent Extremism: Conceptualizing attackers who increasingly challenge traditional categories of terrorism. <i>Studies in Conflict & Terrorism</i> , 1-27. https://theintercept.com/2021/07/15/american-isis-podcast/

			<p>Rapoport, D. C. (2001). The fourth wave: September 11 in the history of terrorism. <i>Current history</i>, 100(650), 419.</p> <p>Auger, V. A. (2020). Right-wing terror: A fifth global wave? <i>Perspectives on Terrorism</i>, 14(3), 87-97.</p>	<p>King, M., Amarasingam, A., & Jones, D. (2022). The history of jihadism in Canada. In R. Ceylan & M. Kiefer (Eds.), <i>Islamic Fundamentalism in the 21st Century: Analyzing Extremist Groups Operating in Western Societies</i>. Berlin: Springer.</p>
3	Sept 20	Early psychological explanations of terrorism	<p>Krueger, Alan B., and Jitka Maleckova (2003) Education, Poverty and Terrorism: Is there a Casual Connection?, <i>Journal of Economic Perspectives</i>, 17(4): 119-44.</p> <p>Crenshaw, M. (2000). The psychology of terrorism: An agenda for the 21st century. <i>Political psychology</i>, 21(2), 405-420.</p>	<p>Gambetta, D., & Hertog, S. (2009). Why are there so many Engineers among Islamic Radicals? <i>European Journal of Sociology</i>, 50(2), 201-230. doi:10.1017/S0003975609990129</p> <p>Doering, S., & Davies, G. (2021). The contextual nature of right-wing terrorism across nations. <i>Terrorism and political violence</i>, 33(5), 1071-1093.</p>
4	Sept 27	Theories of radicalization to violence	<p>King, M., & Taylor, D. M. (2011). The radicalization of homegrown jihadists: A review of theoretical models and social psychological evidence. <i>Terrorism and political violence</i>, 23(4), 602-622.</p> <p>Wolfowicz, M., Litmanovitz, Y., Weisburd, D., & Hasisi, B. (2021). Cognitive and behavioral radicalization: A systematic review of the putative risk and protective factors. <i>Campbell Systematic Reviews</i>, 17, e1174. https://doi.org/10.1002/cl2.1174 (focus on pages 62 to 74)</p>	<p>Christina Mattei & Sara Zeiger (n.d.). <i>Factors contributing to radicalization: A conceptual framework</i>. Hedayah: Available at hedayahcenter.org</p> <p>Simi, P., Sporer, K., & Bubolz, B. F. (2016). Narratives of childhood adversity and adolescent misconduct as precursors to violent extremism: A life-course criminological approach. <i>Journal of research in crime and delinquency</i>, 53(4), 536-563.</p>
5	Oct 4	<p>Narratives, echo-chambers, and the Internet</p> <p>* Guest speaker Representative from a tech company</p>	<p>Glazzard, A. (2017). <i>Losing the plot: Narrative, counter-narrative and violent extremism</i>. ICCT Research Paper: International Centre for Counter-Terrorism.</p> <p>Conway, M. (2017). Determining the role of the internet in violent extremism and terrorism: Six suggestions for progressing research. <i>Studies in Conflict & Terrorism</i>, 40(1), 77-98.</p>	<p>Tollefson J. (Jul7 27 2023). Tweaking Facebook feeds is no easy fix for polarization, studies find. <i>Nature</i>.</p> <p>King, M. & Mullins, S. (March 4, 2021). COVID-19 and Terrorism in the West: Has Radicalization Really Gone Viral? Just Security (www.justsecurity.org).</p>
6	Oct 11	Psychological profiles of terrorists	<p>CSIS (2015). <i>Personality Traits and Terrorism</i>. (available on www.tsas.ca)</p> <p>Corner, E., & Gill, P. (2015). A false dichotomy? Mental illness and lone-actor terrorism. <i>Law and human behavior</i>, 39(1), 23.</p>	<p>Corner, E., & Gill, P. (Jan 2017). Is There a Nexus Between Terrorist Involvement and Mental Health in the Age of the Islamic State? <i>CTC Sentinel</i>, Vol. 10, Issue 1.</p> <p>CBC Podcast: Pressure Cooker</p>
7	Oct 18	Often used but misunderstood concepts used in explanations of terrorism	<p>Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? <i>Journal of social issues</i>, 55, 429-444.</p> <p>Hornsey, M. J., & Jetten, J. (2004). The individual within the group: Balancing the need to belong with the need to be different. <i>Personality and Social Psychology Review</i>, 8(3), 248-264.</p>	

			Pettigrew, T. F. (2015). Samuel Stouffer and relative deprivation. <i>Social Psychology Quarterly</i> , 78(1), 7-24.	
8	Oct 25	Mid-term exam (2h)		
		Explanation of case study		
9	Nov 1	Mobilization and assessing risk	Schuurman, B., Bakker, E., Gill, P., & Bouhana, N. (2018). Lone actor terrorist attack planning and preparation: a data-driven analysis. <i>Journal of Forensic Sciences</i> , 63(4), 1191-1200. Meloy, J. R., & Gill, P. (2016). The lone-actor terrorist and the TRAP-18. <i>Journal of Threat Assessment and Management</i> , 3(1), 37-52. https://doi.org/10.1037/tam0000061	Marchment, Z., & Gill, P. (2020). Spatial decision making of terrorist target selection: Introducing the TRACK framework. <i>Studies in Conflict & Terrorism</i> , 1-19.
10	Nov 8	Disengagement and deradicalization *Guest lecture Former right-wing extremist	Altier, M. B., Leonard Boyle, E., Shortland, N. D., & Horgan, J. G. (2017). Why they leave: An analysis of terrorist disengagement events from eighty-seven autobiographical accounts. <i>Security Studies</i> , 26(2), 305-332. Shandon Harris-Hogan, Kate Barrelle & Andrew Zammit (2016) What is countering violent extremism? Exploring CVE policy and practice in Australia, <i>Behavioral Sciences of Terrorism and Political Aggression</i> , 8:1, 6-24,	Marsden, S., Lewis, J., & Knott, K. (2017). <i>Countering Violent Extremism: An Introduction</i> . Centre for Research and Evidence on Security Threats https://www.crestresearch.ac.uk/resources/countering-violent-extremism/ Tapley, M., & Clubb, G. (2019). <i>The role of formers in countering violent extremism</i> . The Hague: International Centre for Counter-Terrorism.
	Nov 15	READING WEEK		
11	Nov 22	Collecting information, producing intelligence (part 1) * Guest speaker Former informant in a large Canadian counterterrorism case	Familiarize yourself with the "Toronto 18" case: https://www.cbc.ca/news/canada/toronto-18-key-events-in-the-case-1.715266#timeline Ian Stanier & Jordan Nunan (2023) Exploring the Motivation of the United Kingdom's Domestic Extremist Informants, <i>Studies in Conflict & Terrorism</i> , DOI: 10.1080/1057610X.2023.2195064	Amarasingam, A., & Shaikh, M. (2021). The Infiltration of the Toronto 18: A Conversation with Mubin Shaikh. <i>Manitoba Law Journal</i> , 44, 83.
12	Nov 29	Collecting information, producing intelligence (part 2) * Guest lecture Former intelligence officer	Janet Reitman (Sept. 1, 2021). I helped destroy people. <i>The New York Times Magazine</i> . Available at: https://www.nytimes.com/2021/09/01/magazine/fbi-terrorism-terry-albury.html Jordan Nunan, Ian Stanier, Rebecca Milne, Andrea Shawyer & Dave Walsh (2020). Source Handler perceptions of the interviewing processes employed with informants, <i>Journal of Policing, Intelligence and Counter Terrorism</i> , 15:3, 244-262.	Goodman-Delahanty, J., Martschuk, N., & Dhami, M. K. (2014). Interviewing high value detainees: Securing cooperation and disclosures. <i>Applied cognitive psychology</i> , 28(6), 883-897.
13	Dec 6	Programs to counter violent extremism	U.K. Home Office (2020). Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data	Ellis, B.H., King, M., et al. (2023). Supporting women and children returning from violent extremist contexts: Proposing a 5R framework to inform program and policy development. <i>Journal of Terrorism and</i>

		/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf	<i>Political Violence</i> . DOI: 10.1080/09546553.2023.2169142
Exam period	Final Exam		

Extra Research Participation Course Credit is Not Offered for this Course.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct

Absence From Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor <https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology psyugrd@ucalgary.ca

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

(https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 14th, 2023**. Last day add/swap a course is **Friday, September 15th, 2023**. The last day to withdraw from this course is **Wednesday, December 6th, 2023**.