

COURSE TITLE: SOCI 403: Topics in Gender Relations: Gender and Care Work			
Pre/Co-Requisites		Sociology 303 and 313.	
Instructor:	Sepideh Borzoo	Lecture Location:	ES 054
Phone:		Lecture Days/Time:	TR 14:00 - 15:15
Email:	Sepideh.borzoo@ucalgary.ca		
Office:			
Instructor Email Policy	<p>Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. Emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.</p>		

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 explores the work of care, who does this work and how it is valued in society. Care work is conceptualized as entailing face-to-face human interactions between providers and recipients and also low status work primarily in the service industry, health, child and eldercare. This class will focus on conceptualizing care work: we will examine some of the formative theories on

how and why people perform paid and unpaid care, analyse care work through an intersectional lens, and consider the influence of globalization on immigration and valuations of care.

Course Objectives/Learning Outcomes

At the end of this course students will be able to:

- identify key concepts and debates within the sociology of gender and care, and the major researchers associated with them
- explain how these positions relate to each other
- apply their knowledge to analyses and critiques of contemporary developments in paid and unpaid care
- articulate their own, theoretically grounded opinions about contemporary developments related to issues covered in the course.

Required Textbooks, Readings, Materials, Electronic Resources

Banerjee, Pallavi. 2022. *The opportunity trap: High-skilled workers, Indian families, and the failures of the dependent visa program*. NYU Press.

Schedule of Lectures and Readings

Unit	Date	Topic	Readings	
Unit 1. Introduction to care work and theoretical frameworks	September 6	Welcome Introductions; Course Outlines.	<ul style="list-style-type: none"> • Course outline and syllabus (This document) • Introduction to care work 	
	September 8-13	What is care work?	<p>Theorizing Gender and Care Work</p> <p>England, Paula. 2005. Emerging theories of care work. <i>Annual Review of Sociology</i>, 381-399. (Available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&d)</p> <p>Folbre, Nancy., and Erik Olin Wright. 2012. Defining Care. In N. Folbre (Ed.), <i>For Love and Money: Care Provision in the United States</i> (pp. 1-20). NY: Russell Sage Foundation. (Posted on D2L)</p> <p>Duffy, Mignon. 2005. Reproducing labor inequalities: Challenges for feminists conceptualizing care at the</p>	

			<p>intersections of gender, race, and class. <i>Gender & Society</i>, 19(1), 66-82. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891243204269499</p> <p>Duffy, Mignon. 2001. Making Care Count. Rutgers University Press, 2011. Chapter 1 (conceptualizing care)</p> <p>(Available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=816479)</p>	
	September 15	Theoretical framework for gendered care work	<p>Crenshaw. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. <i>Stanford Law Review</i>, 43(6), 1241–1299. https://doi.org/10.2307/1229039</p> <p>Collins, Patricia Hill. "Black feminist thought in the matrix of domination." <i>Black feminist thought: Knowledge, consciousness, and the politics of empowerment</i> 138.1990 (1990): 221-238. (uploaded on d2l)</p>	
	September 20-22	Historical Perspective on care	<p>Jones, J. 2010. "Black Women, Work, and the Family under Slavery." Pp. 92-105 in <i>Global Perspectives on Gender & Work</i>, edited by J. Goodman. Plymouth, U.K. : Rowan & Littlefield Publishers, Inc. (PDF posted to D2L)</p> <p>Schwartz Cowan, R. 2010. "Housewifery: Household Work and Household Tools under Pre-Industrial Conditions." Pp. 84-91 in <i>Global Perspectives on Gender & Work</i>, edited by J. Goodman. Plymouth, U.K.: Rowman & Littlefield Publishers, Inc. (PDF posted to D2L)</p>	Peer reading club reflection 1 should be submitted by Wednesday (September 21, 11:59 pm)

			<p>Glenn, Evelyn Nakano. 1992. "From servitude to service work: Historical continuities in the racial division of paid reproductive labor." <i>Signs: Journal of women in culture and society</i> 18.1 (1992): 1-43. https://www-journals-uchicago-edu.ezproxy.lib.ucalgary.ca/doi/pdfplus/10.1086%2F494777</p> <p>Urban, A. (2015). Imperial Divisions of Labor: Chinese Servants and Racial Reproduction in the White Settler Societies of California and the Anglophone Pacific, 1870–1907. In <i>Towards a Global History of Domestic and Caregiving Workers</i> (pp. 296-322). https://brill-com.ezproxy.lib.ucalgary.ca/view/title/26659</p>	
Unit 2. Unpaid Care work, why gender matters?	September 27-29	Unpaid care work	<p>DeVault, Marjorie L. 1999. "Comfort and struggle: Emotion work in family life." <i>The ANNALS of the American Academy of political and Social Science</i> 561 (1): 52-63. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/000271629956100104</p> <p>Mackenzie, Patricia, et al. 2017. "Spinning the Family Web: Grandparents Raising Grandchildren in Canada." <i>Valuing Care Work</i>. University of Toronto Press. Pp.193-212. (posted on D2L)</p> <p>Traustadottir, Rannveig. 1991. "Mothers who care: Gender, disability, and family life." <i>Journal of family issues</i> 12(2): 211-228. https://journals.sagepub.com/doi/pdf/10.1177/019251391012002005?casa_tok=en=Nv1KLU3aPEAAAAA:9jI7Zl9yDbmJp_uoVvarCQm7FIiA14PFKAkuWAZf5_fO1DukKA2v7IBiqdKX5IOCMkxc7G856Ahc1AQ</p>	September 27: Group presentation 1

	October 4	The debate on wage for housework	<p>Fairbairns, Z. 1988. "Wages for housework." (Available at: https://newint.org/features/1988/03/05/wages/)</p> <p>Ellen, B. March 8 2014. "Paid housework? No one will clean up from that idea." The Guardian. (Available at: https://www.theguardian.com/commentisfree/2014/mar/08/paying-for-housework-domestic-women-men)</p> <p>New York Times, 2014. "Wages for housework." (Read all four debaters' short persuasive essays) (Available at http://www.nytimes.com/roomfordebate/2014/09/09/wages-for-housework)</p>	<p>October4: Group Presentation 2</p> <p>Peer reading club reflection 2 should be submitted by October 5 (11:59pm)</p>
Unit 3. Paid Care Work	Oct 6-11	Paid care work in Service economy	<p>Hochschild, Arlie Russell. 2012. "6. Feeling Management: From Private to Commercial Uses." <i>The Managed Heart</i>. University of California Press. Pp. 89-136. (Posted on D2L)</p> <p>Ibarra, Maria. "Emotional proletarians in a global economy: Mexican immigrant women and elder care work." <i>Urban Anthropology and Studies of Cultural Systems and World Economic Development</i> (2002): 317-350 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/pdf/40553569.pdf?casa_token=SJOkt9Dmet4AAAAA:YowQ6YFt_TUnX-rEgzwqcgUU9wWosQHLidl5T6qa-mSm_9d_N8gjdEBWqaCsn6urwTUtCZi2QTrthlzEBqmNvGLXbcqDDoUYIC1-FKbAOyKy7rMBFMsH</p> <p>Kelly, K. (2017). Care and violence through the lens of personal support workers. <i>International Journal of Care and Caring</i> 1(1), 97-113. Available at https://bristoluniversitypressdigital.com/view/journals/ijcc/1/1/article-p97.xml</p>	Oct 11: Group presentation 3

	Oct 13-18	Paid Care work and in service economy	<p>Kang. (2010). The managed hand: race, gender, and the body in beauty service work. In <i>The Managed Hand</i> (1st ed.). University of California Press. Chapter 4. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=861403</p> <p>Kang. (2010). The managed hand: race, gender, and the body in beauty service work. In <i>The Managed Hand</i> (1st ed.). University of California Press. Chapter 5. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=861403</p> <p>Kang. (2010). The managed hand: race, gender, and the body in beauty service work. In <i>The Managed Hand</i> (1st ed.). University of California Press. Chapter 6. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=861403</p> <p>Kang. (2010). The managed hand: race, gender, and the body in beauty service work. In <i>The Managed Hand</i> (1st ed.). University of California Press. Chapter 7</p>	Oct: Group presentation 4
	Oct 20-25	Globalization of care	<p>Banerjee, Pallavi. 2022. The opportunity trap: High-skilled workers, Indian families, and the failures of the dependent visa program. NYU Press. Chapter 1&2</p> <p>Banerjee, Pallavi. 2022. The opportunity trap: High-skilled workers, Indian families, and the failures of the dependent visa program. NYU Press. Chapter 3 & 4</p>	Oct 25: Group Presentation 5 Peer reading club reflection 3 should be submitted on October 26 (11:59 pm)
Unit 4. Globalization of care	October 27- November 1	Globalization of Care	<p>Listen to: The Feminization of Care work https://genderpolicyreport.umn.edu/the-feminization-of-carework/</p> <p>Parreñas, Rhacel Salazar. "Migrant Filipina domestic workers and the</p>	November 1: Group Presentation 6

			<p>international division of reproductive labor." <i>Gender & Society</i> 14.4 (2000): 560-580. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/089124300014004005?casa_token=ueEjFuGrUG8AAAAA:vegOz1xscFD-53nndIp_NIRxhZ4T8CuLfb-GkFxaxsysNdb9mlm2_lqeTQmWHMnO_HYa4NiFf11NbQ</p> <p>Cheng, Shu-Ju Ada. "Rethinking the globalization of domestic service: Foreign domestics, state control, and the politics of identity in Taiwan." <i>Gender & Society</i> 17.2 (2003): 166-186. https://journals.sagepub.com/doi/pdf/10.1177/0891243202250717?casa_token=XDMHN3ze3BgAAAAA:6Q0oysJbd47j5HNSN-p95TeZ7LGGv8ARU1YnPsCOZCortd2qN9l6DXIF56ikgK4RugOqwGhiJ6FypA</p> <p>Kay Hoang, Kimberly. "Economies of emotion, familiarity, fantasy, and desire: Emotional labor in Ho Chi Minh City's sex industry." <i>Sexualities</i> 13.2 (2010): 255-272. https://journals.sagepub.com/doi/pdf/10.1177/1363460709359224?casa_token=3TW_wBDCXF0AAAAA:VNCB3kVY40wp2gELhaCdLzclfkmsiVTgBMkncxy8JQt1BVp2wl-XczDma9TZPXdWp9TAbIAp_ntjvQ</p>	
	November 3	Globalization of Care	<p>Um, S. 2013. "The Migration of Asian Women for Elder Care: Governing the Movement of Carers to South Korea." <i>Transnational Social Review</i> 3(2):155-72. (Available at https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/21931674.2013.10820762)</p> <p>Spitzer, Denise, et al. "Caregiving In Transnational Context: "My Wings Have Been Cut; Where Can I Fly?"." <i>Gender & Society</i> 17.2 (2003): 267-286.</p>	Nov 3: Group Presentation 7

			https://journals.sagepub.com/doi/pdf/10.1177/0891243202250832?casa_token=WfZ28dtGTy0AAAAA:R4y7DMT0in9PvfqV3MsR2fARxAp7iMTURSpSpYMx_OSdSbo6tM7Tm2dS2BangnNLdUA6F4QE0A7NIQ	
November 6-12 Reading Break				
	November 15-17	Care in Canada	<p>Hodge, J. (2006). "Unskilled Labour": Canada's Live-in Caregiver Program. <i>Undercurrent</i>, 3(2), 60-66. (Available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=23674733&site=ehost-live)</p> <p>Tungohan, E., Banerjee, R., Chu, W., Cleto, P., de Leon, C., Garcia, M., . . . Sorio, C. (2015). "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." <i>Canadian Ethnic Studies</i>, 47(1), 87-105. (Available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=101630731&site=ehost-live)</p>	<p>Group Presentation 8</p> <p>Peer reading club reflection 4 should be submitted on November 14, 11:59 pm</p> <p>Final Project topic and main goal Due November 17th, 11:59pm</p>
	November 22-24	Directions for Change	<p>Glenn, Evelyn Nakano. 2000. "Creating a caring society." <i>Contemporary sociology</i> 29(1): 84-94. (Available at: http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2654934)</p> <p>Duffy, Mignon. 2001. <i>Making Care Count</i>. Rutgers University Press, 2011. Chapter 6 (Making Care Count).</p> <p>(Available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=816479)</p> <p>Duffy, Mignon, Amy Armenia, and Clare L. Stacey. 2017. "Caring on the Clock: Complexities and Contradictions of Paid Care Work." Part 6. https://ebookcentral-proquest-</p>	Nov 24: Group Presentation 9

			com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1911509&ppg=247	
	November 29-December 1	The Care Policy Landscape	<p>Lightman, E., & Lightman, N. 2017. "On to the Future." Pp. 313-325 in Social Policy in Canada, 2nd Edition. Toronto: Oxford University Press. (PDF posted to D2L)</p> <p>Um, S., & Lightman, N. (July 2016). "Ensuring Healthy Aging for All: Home Care Access for Diverse Senior Populations in the GTA." Wellesley Institute. (Available at: http://www.wellesleyinstitute.com/wp-content/uploads/2016/07/Ensuring-HealthyAging-For-All_Wellesley-Institute.pdf)</p> <p>Torjman, S. May 2015. "Policies in Support of Caregivers." Renewing Canada's Social Architecture. (Available at: http://social-architecture.ca/wpcontent/uploads/PoliciesInSupportOfCaregivers.pdf)</p>	December 1: Group Presentation 10 and 11
	December 6		Review and wrapping up	

Methods of Assessment and Grading Weights

COMPONENT	WEIGHTING	DUE DATES/DAY
Weekly Reading Reflection (5%)	5%	Every Monday at 11:59pm Via D2L Dropbox
Peer Reading Club Reflections (4)	35%	<p>Peer reading club reflection 1 should be is due Wednesday September 21, 11:59 pm. Via D2L Dropbox Folder</p> <p>Peer reading club reflection 2 is due October 5, 11:59pm. Via D2L Dropbox Folder</p> <p>Peer reading club reflection 3 is due October 26, 11:59 pm. Via D2L Dropbox Folder</p> <p>Peer reading club reflection 4 is due November 14, 11:59 pm. Via D2L Dropbox Folder</p>
Group Presentation	20%	
Final research project (topic and main goals)	5%	November 17 th , 11:59pm, Via D2L Drop box folder

Final research project (Proposal)	35%	December 15th, Thursday 11:59pm via D2L Dropbox Folder
Total	100%	

1. Reading and Class Participation (5%)

You are expected to keep up with the assigned readings for each class period. If you want to do well in this class, you must not only complete the readings, but take time to critically think about them before you come to class.

You will be expected to take notes on readings prior to coming to class. These notes are designed to summarize two key points for each reading and should include some of your own questions or comments on the readings. I regard lectures and discussions as a supplement to what you are reading and will regularly invite students to ask their own questions based on the readings or lectures.

a) Each student will be required to post two key questions or comments and ideas from each set of the readings for the week on D2L Dropbox by, Monday 11:00 p.m. every week.

These questions or comments should be about something in the reading that either spoke to you or more importantly, you did not quite get and need more clarification.

Students are also encouraged to participate in the class through contributing to group-discussion activities in class and responding to questions in class about the readings when called upon

2. Peer Reading Club Reflection (35%)

This course is divided into 4 main units including: **Theorizing Gender & Care And Historical Perspectives On Care; Unpaid Care Work; Paid Care Work; and Globalization Of Care.**

For this assignment:

a) you will need to pick at least 50% of the readings in each unit and write *four* double-spaced, Time New Roman, 12 font, 2-to-3-page papers that reflect upon and respond critically to the readings you pick.

b) you are required to submit ONE individual reflection IN THE DURATION OF EACH UNIT (i.e, Reflection 1 in Unit 1, Reflection 2 in Unit 2 and so on).

c) of the four reflections, at least one needs to be a reflection on one of the two books assigned.

A good reflection paper is not merely a summary of the readings or activity, but rather a commentary on/analysis of the argument, data, conclusions, policy implications, theoretical approach, connection to other course readings, etc. These reflection papers should include:

a) a summary of the arguments of the readings: 1 point

b) how the readings connect to each other (synthesizing the readings): 2 points

c) engagement with core ideas across the readings: 2 points

d) present at least two critical reflections of the overall unit: 2 points

The critical reflections will be submitted by everyone individually, but I encourage you to work with your Peer reading clubs to pick the readings to reflect on; to read together, and to discuss the readings.

Everyone in the group can choose the same readings or different readings to reflect on. The first section of the papers (summary of the arguments) can look similar for group members, however, the other parts of the reflections should be unique to every member of the group. You will fill out peer-reviews (form on D2L) for the collaborative work at the end of the term for this task to receive the 2 points for collaboration.

Students are encouraged to choose their own group (between 3 to 4 people). For those of you who were not able to find a team, I will assign you to a group by September 15th. There will a sign-up sheet available on D2L for students to sign for their groups in the first week of the semester.

3. Group presentation (20%)

You will be required do a 15-minute presentation on contemporary events that can be understood with the theories you are learning. You will do this as a group with your peer club members. There will be one group presenting almost every week starting week 2 or 3. We will keep 15 minutes on Tuesdays for your presentations but on some weeks. In these presentations, you will discuss the current event while linking it to the course material and pose questions that will lead to active in-class discussion. In order to complete this assignment, you will have to keep a watchful eye on the news. The current event can be international, national, or local in nature.

4. Research Project Topic & Thesis (5%) and Final Research Project (Proposal) 35%

The goal of this assessment is to bring together all that you have learned during your Gender and Care work class. For this assignment, you will need to think carefully about the contemporary debates on care work based on the course materials as well as the gender-based intersectional injustices that plague work experiences of care workers and how some of that has changed or can change over time so the world can become a more equitable place for all. Your topic may be inspired by the readings from the class or not, but you will need to engage with the readings when doing the paper. It should be “contemporary” in that, it is timely, and that people are talking about it now; it should be about gender and work of care.

You will submit a short summary of the topic of your final research proposal along with a thesis statement. You will choose a topic on gender and care work, write your research objectives and the reason why you think that topic is important to study (5%).

Students will submit a seminar paper that should be between 5-8 double-spaced pages (not including references) in Times New Roman, size 12 font.

Further details regarding this final seminar paper will be available on D2L.

Final Exam Information

There will be no final exam for this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

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

For Reappraisal of Final Grade, see Calendar I.3

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

Academic Misconduct:

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

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.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. 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/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.

- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.