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**INTERNATIONAL INDIGENOUS STUDIES
PROGRAM**

INDG 503-01

**Advanced Topics in International Indigenous Studies:
Gender, Two-Spirit, & Sexuality
FALL 2020**

COURSE DAY/TIME:	T 5pm-7:45pm synchronous ZOOM
INSTRUCTOR:	Dr. R. Prud'homme-Cranford (Dr. PC)
TELEPHONE:	403-220-446
EMAIL:	lrain.prudhommecranf@ucalgary.ca
OFFICE HOURS:	T: 3:35-4:45 D2L Chat or Zoom; and by appointment (chat, phone, video)
DELIVERY METHOD:	ZOOM & D2L Web-Based
COURSE PRE-REQUISITES:	60 units, including 3 units in courses labelled Indigenous Studies at the 300 level
TUTORIAL/SEMINAR:	T 5pm-7:45pm synchronous ZOOM
EMAIL POLICY:	Please note that all course communications must occur through your @ucalgary email, and I will endeavour to respond to emails sent via student's @ucalgary emails within 48 hours.

COURSE DESCRIPTION: Alex Wilson (Opaskwayak Cree Nation) asserts, “Two-spirit identity is one way in which balance is being restored to our communities. Throughout the colonial history of the Americas, aggressive assimilation policies have attempted to displace our own understandings, practices and teachings around sexuality, gender and positive relationships and replace them with those of Judeo Christianity.” Moreover, in the wake of national settler-colonial laws recognizing same-sex marriage in Canada and the United States, it is vital to understand Indigenous concepts of gender and sexuality. This class will focus the importance of a multiplicity of Indigenous Gender/ LGBTAIQ2S voices and our relationships traditional, contemporary, and historic with patriarchy, two-spirit, feminism, masculinity, health, and gender balance. As a class community, we will address issues of western vs Indigenous concepts of gender, sexuality, matrilocality, and equality/equity/balance. Over the semester our dialogues will address gender concept/theory and sex/sexuality praxis; gender and: cultural practice, law, tradition, sovereignty, health, and sexuality. Our discussions will move us from theory/epistemologies, health & wellness, feminism, masculinities, MMIWG2S, law and policy, and arts and literature. As a community of scholars within Indigenous Studies, Literature, Ethnic Studies, Political Science, Sociology, Gender/ Women’s Studies, Rhetorics, and other disciplines, we will explore theories, histories, and intersectionality of Indigenous Gender and Two- Spirit/Queer Literature/Text and Theory within a transcontinental context.

COURSE OBJECTIVES & LEARNING OUTCOMES: Students will be responsible for course readings, IN CLASS DISCUSSION, expanding vocabulary, homework, tests, presentations, writing and research assignments, and a final seminar paper. As a class we will use a variety of texts to develop writing, cultural, epistemological/theory knowledge, and historic knowledge, and research skills. This will cumulate in a final seminar project.

- ❖ Students will learn to read for aspects of sexuality as connected to the spiritual/mental/physical/political,
- ❖ as well as concepts of sexuality imposed by settler- colonial binary constructs.
- ❖ Students will connect sexual sovereignty to Indigenous/tribal sovereignty and as acts of decolonization.
- ❖ Students will reflect on connections between gender and: landbase, cultural knowledge, sexuality, and theory-making to story-making.
- ❖ Students will connect readings/theory-making/epistemologies with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- ❖ Students will learn to read for specific themes prevalent in particular constructs of landbase, culture, history, gender, sovereignty, class, race, and power and their relationships with sexual sovereignty or sexual oppression.
- ❖ All written essays and formal papers must be in MLA, Chicago style, APSA, or APA explicitly.
- ❖ All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.
- ❖ Writing and its grading is a factor in course work evaluation.
- ❖ Students must turn in ALL assignments to receive a passing grade in the course.
- ❖ Assignments are due digitally on D2L by the due date. Final papers will not be accepted after the due date. Late assignments are subject to late work policy.
- ❖ Students will learn to articulate Indigenous gender and sexual spectrums and their relationality to gender balance, cultural practices, and sexual sovereignty.

REQUIRED TEXTS:¹

Theory et al

[Barker, Joanne. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017.](#)

U of C Library Digital (selections assigned on weekly schedule)

[Alexander Innes, Robert and Kim Anderson et al. *Indigenous Men and Masculinities : Legacies, Identities, Regeneration*. Winnipeg: U of Manitoba, 2015.](#)

U of C Library Digital (selections assigned on weekly schedule)

¹ All texts may be purchased via UC Bookstore or are available via U of C online. *However, as your professor, I encourage you to select a method of purchase/borrow that is most economically reasonable for you including but not limited to: amazon; kindle e-books; e-book rental; used books from online vendors. However, as your professor, I encourage you to select a method of purchase/borrow that is most economically reasonable for you including but not limited to: amazon; kindle e-books; e-book rental; used books from online vendors. Due to the nature of mail currently I recommend EBOOKS whenever possible. All books except Red Erotic are available as EBOOK from Amazon.ca and Google Books. IF a student has a financial situation that impacts your ability to access texts- Please see me and we will create a plan of success and access to materials. Note: Any text hyperlinked with “UC” is available digitally for FREE via u of c library, other hyperlinked texts are available via Amazon kindle/Google books, or open access video etc online.*

Jolivéte, Andrew. *Indian Blood: HIV and Colonial Trauma in San Francisco's Two- spirit Community*. Seattle: U of Washington, 2016. Print.

U of C Bookstore or Amazon.ca (selections assigned on weekly schedule)

[Morgensen, Scott Lauria. *Spaces between Us: Queer Settler Colonialism and Indigenous Decolonization*. University of Minnesota Press, 2011.](#)

U of C Library Digital (selections assigned on weekly schedule)

[Driskill, Qwo-Li. "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies." *GLO: A Journal of Lesbian and Gay Studies* 16.1-2 \(2010\): 69-92.](#)

U of C Digital or D2L PDF

[Wilson, Alex. "Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self Determination." *Journal of Global Indigeneity*, 1\(1\), 2015.](#)

Online of PDF

["Two-Spirit Rites of Passage: Dr. James Makokis at Summit 2019: Queering Healthcare Access and Accessibility"](#)

[Indigenous Feminisms Power Panel](#)

["The Native Masculinity Collaborative"](#)

Practice (Literatures/Film/Media):

Campbell, Tenille K. *#IndianLovePoems: Poems*. Signature Editions, 2017.

U of C Bookstore or Amazon.ca

[Kumu Hina. Dir. Dean Hamer and Joe Wilson. Perf. Hina Wong- Kalu. *Passion River* PBS Independent Lens, 2015.²](#)

OR

[Freeland, Sydney, director. *Drunktown's Finest*. Google, Google, 2015, \[play.google.com/store/movies/details/Drunktown_s_Finest?id=Ox-Ao2MnTcQ\]\(https://play.google.com/store/movies/details/Drunktown_s_Finest?id=Ox-Ao2MnTcQ\).](#)

Rogers, Janet M. *Red Erotic: indigenous erotica in pictures and words*. Ojistah Pub., 2010.

U of C Bookstore

[Benaway, Gwen. *Holy Wild*. Toronto, CA: Bookhug, 2018.](#)

U of C Digital Library

[Taylor, Drew Hayden. *Me Sexy : An Exploration of Native Sex and Sexuality*. Vancouver: Douglas and McIntyre \(2013\), 2012.](#) (selections assigned on weekly schedule)

U of C Library Digital

[Goldtooth, Dallas, and Ayana Young. "Dallas Goldtooth on Responding to Toxic Masculinity/99."](#)

² Films and Videos to watch at home. Films can be rented via Google Play or Amazon Canada or U of C Kanopy.

REQUIRED TECHNOLOGY: This is a synchronous web-based course, with the exception of five class meetings held asynchronous via D2L Discussion boards, delineated in the weekly class schedule posted on D2L. All readings, assignments, and due dates are listed explicitly in the Weekly Class Schedule posted on D2L. As this is a synchronous web-based course, it means you **MUST** have a *computer device with reliable/stable internet connection, webcam, and microphone*. Your internet, webcam/video, and microphone/audio are required.

COURSE ASSIGNMENTS, WEIGHTS, AND DUE DATES:

Major Assignments:

- 1. Group PPT Presentations and Questions:** Each student will sign up to be part of a group for a set of readings/texts. There will be 5 groups total. Groups will submit a PPT (or prezi) covering a summary the readings for that day as they connect topically to the section/class, main points, and four-six (4-6) questions to help lead class discussion for the class DAY they have signed up. Questions must be sent to the professor 48 hours before the PPT presentations are due. Comments and revisions will be returned. Presentations will be posted in the designated Discussion post box for class access. The final presentations should be posted to D2L 24 hours before the readings are due in class. Group PPT assignments are asynchronous classes with material posted on D2L discussion boards for class review, students will respond to group questions via written or audio responses within the discussion forum. Detailed assignment sheet on D2L. **10%**
- 2. Critical Self-Reflexivity D2L Midterm Essay:** You will be responsible for a midterm essay. Midterms will be held during the 7th week and will comprise all material read, viewed, assigned, and discussed/lectured in class. Your mid-term will have a choice of THREE essay questions. Students should choose ONE essay to write as your midterm. Your essay should:
 - engage the full readings for the week;
 - include a citation/explication to support your answer/thoughts/engagement with the chosen essay question;
 - connect the reading to Indigenous Gender, Sexuality, 2SQ; giving explicit examples from class content (texts, class discussion etc)
 - Self-reflexivity (how you connect or struggle to connect personally to the reading).

We will go over the midterm closer to the date of the exam. Students will have a 3 day window to take the exam on D2L. Midterms open online **Midterm Essays open D2L 11 pm October 16 to 11 pm October 19.25%**

- 3. Journal Homework:** Starting the *second week* of class, students will be responsible for writing a journal response to the readings/texts **6 times** over the semester (as designated on the class schedule). Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc inspired/in conversation with that week's readings. Each entry should do the following:
 - engage the full readings for the week; include a section of *critical* summary of key points;
 - connect the reading to Indigenous Gender, Sexuality, 2SQ;
 - Self-reflexivity (how you connect or struggle to connect personally to the reading).

Journal responses are due **by 11pm** on Sunday before assignment listed. Responses will be graded as follows: *P/F* **10%**

4. **Critical Creative Reflexivity Digital Project (CCRDP):** The CCRDP is a multi-genre digital project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent “argument” (i.e. follows the modes and interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Your thoughts will be presented as a digital presentation: Movie/Vlog, PPT/Prezi, Blog/Digital Journal etc. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Projects should be between **10-20 minutes**, include 2-3 artistic/multimodal images/works, 2 peer-reviewed resources, and be turned in along with a written works cited page. *A detailed assignment sheet and rubric will be on D2L and gone over in class.*

Project Due: Projects will be accepted **Dec 1st-12th** via online. **No assignments will be accepted after 5pm on 12/12. 30%**

5. **Digital Take-Home D2L Final Exam:** You will be responsible for an online (D2L) Final exam. Finals will be held during the Registered Final Exam week and will comprise all material read, assigned, viewed, and discussed/lectured in class. Your final exam will be an open book combination of short answer, multiple choice, T/F, and close reading response. We will go over the final closer to the date of the exam. Students will have a 3 day window to take the exam on D2L.

Final exams will open online D2L Dec 11th 11pm-Dec 14 11pm 15%

6. **Participation:** Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses, responses to in class writing on discussion questions, group discussion/writing, quizzes, *and attendance*. Attendance is defined as being present ON CAMERA in the Zoom Classroom. **10%**

If a student misses a required course component, please get in touch the instructor as soon as possible. All assignments must be completed to pass class.

ESSAYS/RESEARCH PAPER(S) All writing assignments SHOULD engage analytic responses and be MLA, Chicago, ASPA, or APA formatted, following MLA, Chicago, ASPA, APA format layout and citation/works cited formats. You should use the format followed in your discipline/major. Your instructor will give detailed instructions before each essay assignment. You will be graded on the quality of your writing.

PARTICIPATION Participation as university scholars working together to better our understanding of both historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies. Participation consists of visual/mental presence in class (i.e. on camera); clarifying content questions, and/ or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils, web camera, microphone) also qualifies as participation. **Only students present (visual AND audio) for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. **Community** is key in all things. This classroom is a community setting. *For our community to function we must be beholden to reciprocity.* Class

Attendance, Discussion, Participation is 10% of your grade.

WRITING STATEMENT Written assignments are often required in Indigenous Studies courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and logic/organization, research and support of claims, thesis, and paragraph structures will be considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

MID-TERM EXAMINATION Critical Self-Reflexivity D2L Midterm Essay: You will be responsible for a midterm essay. Midterms will be held during the 667th week and will comprise all material read, viewed, assigned, and discussed/lectured in class. Your mid-term will have a choice of THREE essay questions. Students should choose ONE essay to write as your midterm. Your essay should:

- engage the full readings for the week;
- include a citation/explication to support your answer/thoughts/engagement with the chosen essay question;
- connect the reading to Indigenous Gender, Sexuality, 2SQ; giving explicit examples from class content (texts, class discussion etc)
- Self-reflexivity (how you connect or struggle to connect personally to the reading).

We will go over the midterm closer to the date of the exam. Students will have a 3 day window to take/post the exam on D2L. Midterms open online **Midterm Essays open D2L 11 pm October 16 to 11 pm October 19.** Please see the general Rubric under grading and the Rubrics module online for detailed rubrics. **25%**

FINAL EXAMINATION Digital Take-Home D2L Final Exam: You will be responsible for an online (D2L) Final exam. Finals will be held during the Registered Final Exam week and will comprise all material read, assigned, viewed, and discussed/lectured in class. Your final exam will be an open book combination of short answer, multiple choice, T/F, and close reading response. We will go over the final closer to the date of the exam. Students will have a 3 day window to take the exam on D2L. **Final exams will open online D2L Dec 11th 11pm-Dec 14 11pm 15%**

GRADE SCALE: The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99

C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative

work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

General Writing Rubric:

"A" Paper Has:

- A clear, relevant introduction that engages the reader
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples within the body of the paper that prove the thesis
- Text that demonstrates comprehension of the prompt and subject matter
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- Few punctuation errors
- A writer's voice that is clear and personal

□

"B" Paper Has:

- An introduction with a thesis that perhaps is unclear
- Good organization
- Relevant examples in the body of the paper
- Commentary/analysis that lacks development
- A clear understanding of prompt and subject matter but not as focused as an "A" paper
- Rough transitions between paragraphs
- Lack of depth and insight in conclusion
- Few spelling errors
- Frequent punctuation errors
- An inconsistent voice that lacks clarity and creativity

"C" Paper Has:

- An introduction that is abrupt or does not engage the reader
- Unclear or inconsistent organization
- Unfocused, poorly chosen examples that perhaps do not prove thesis
- Weak analysis of examples
- A conclusion that simply restates the introduction
- Frequent spelling and syntax errors
- Little evidence of the writer's voice

"D" Paper Has:

- No clear sense of introduction or an introduction that does not engage the reader
- A weak thesis that perhaps lacks validity
- Few or no examples in body or plot summaries as examples
- No development of thesis
- No clear conclusion or a conclusion that is irrelevant to the ideas presented in the paper
- Several spelling, grammatical, and punctuation errors

"F" Paper Has:

- Illogical thesis, if a thesis is present
- No structure or organization
- No evidence of comprehension of prompt and/or subject matter
- Poor or inappropriate conclusion
- Excessive errors in spelling, grammar, syntax, and/or punctuation

Revision Policy: Please note: I do not allow revisions on papers. I do meet with students to go over paper drafts. I strongly recommend and encourage you meet with me to go over the rough draft of your final paper projects. While conferences are not mandatory, they are strongly encouraged.

Course work Submissions for Indigenous Studies:

All course work submissions for INDG 503 will be turned in digitally online as specified in the assignments.

LATE PENALTIES(other than the Final paper), will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue. EX: A paper three days late that on time would have earned a score B/76 will earn a score of C/62.

ATTENDANCE: Your attendance at every class meeting is required to earn full participation which is 10% of your grade. Attendance participation means explicitly: Coming to class prepared (books, homework, writing utensils, web camera, microphone), reliable internet connection, also qualifies as participation. **Only students present (visual AND audio) for the discussion will be given the points. Classes WILL NOT BE RECORDED** (as with any in person on campus class). In an effort to maintain class participation and attendance, classes will NOT be recorded to view at your leisure. If you are absent, please make arrangements to get notes or meet with the professor to discuss material missed. This class is predicated on community conversations of material. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible.* **The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences or asap after an emergency.** More than four (4) absences will result in dropping your final grade one letter (i.e. A to B; C to D). Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

INSTRUCTOR GUIDELINES Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually. Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

Classroom Decorum and Respect

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender biased, homophobic, transphobic, classiest, sizest and/or racially biased language, and unapproved electronic devices.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. 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.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

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 this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

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>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

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

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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised 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.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by->

[copyright.pdf](#) and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

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

Important Contact Information:

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

Facebook Group for Indigenous Studies Program

<https://www.facebook.com/groups/UC.IIST/>

INDG Program Website

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

Writing Symbols Lodge (Native Centre) Website

<https://www.ucalgary.ca/nativecentre>