



UNIVERSITY OF CALGARY
FACULTY OF ARTS
Department of Philosophy

WMST 401.7
Feminist Media Arts Activism: The Legacy of Studio D
Winter Term 2021

COURSE OUTLINE

Instructor: Dr. Rebecca Sullivan

Email: rsulliva@ucalgary.ca (please review student-instruction communication guidelines below)

COURSE DELIVERY INFORMATION

This course will be HYBRID. Lectures will be provided asynchronously and posted on D2L. All assignments, including group assignments may be completed asynchronously.

There are two mandatory 90-minute synchronous Zoom sessions daily during Blockweek (Jan 4-8th, 2021), from 9:30 – 11:00 AM and 1:30 – 3:00 PM. Group activities are scheduled for both sessions and a high level of participatory class discussion is expected. The instructor will not be lecturing from prepared notes, and the sessions will not be recorded.

There will be routinely scheduled Zoom office hours for 15 minute one-on-one sessions with the instructor and occasional open forum Zoom sessions to discuss assignments. Discussion Threads for administrative and assessment questions are available on D2L.

LAND ACKNOWLEDGEMENT

The University of Calgary resides upon the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River; the traditional Blackfoot name of this place is “Moh'kins'tsis”, which we now call the City of Calgary.

ii' taa'pob'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful – and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

COURSE INFORMATION

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

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

As a senior seminar course, the emphasis is on student engagement and self-directed learning.

PREREQUISITE(S)

It is the student's obligation to ensure all pre-requisites are met or waived. Pre-requisites are provided in the calendar's course descriptions: <https://www.ucalgary.ca/pubs/calendar/current/womens-studies.html>

COURSE OBJECTIVES AND LEARNING OUTCOMES

	Code of Conduct	Class Surveys	Class Discussions	Film Quizzes	Film Reflections	Times Up
To gain an intergenerational and intersectional appreciation of feminist media arts activism in Canada			X	X	X	X
To understand key theoretical, methodological, ethical, and praxis approaches to feminist media arts, in particular documentary			X	X	X	X
To interrogate debates within gender and sexually diverse communities across Canada over their representation and participation		X	X	X		X
To critique the ideas of "national culture" and "public good" from a feminist intersectional and decolonial lens			X	X	X	X
To create a vibrant learning community based on participation, empathy, and respect	X	X	X		X	

PARTICIPATORY CLASSROOM PHILOSOPHY

Women's Studies courses (WMST) operate according to a participatory classroom philosophy. Students will be expected to engage with each other and the instructor in a number of ways, both synchronous and asynchronous. No student will be placed in an inappropriate or risky situation, and all students are encouraged to bring their "braver space" intentions.

We recognize that these are extraordinary times, with additional stress upon everyone. Technology helps us stay connected but also adds different pressures and expectations – and new forms of etiquette. When in a synchronous online environment, we encourage students to turn on their video interface. Asynchronous communication must be timely, detailed, and respectful. More details are provided below, including university regulations governing academic and non-academic misconduct. WMST instructors rely on students to follow our guidelines and respect our policies.

CONTENT WARNING

Some of the materials and topics in this class may include explicit written or audio-visual content (violence, sexuality, objectionable or illegal conduct). If these materials make you uncomfortable, you are encouraged to speak with the instructor. You will not be exempt from any assessments or assignments but we will work together to accommodate your concerns. This class respects difference and diversity while welcoming thoughtful, critical debate and discussion.

REQUIRED/RECOMMENDED TEXTBOOKS, READINGS AND MATERIALS

All readings are available on D2L at Content > Course Readings. Some may require additional searching either through Google or the university library catalogue. It is the responsibility of the student to secure permanent copies of the readings at the beginning of term. Due to licensing issues, a reading may not always be available to you when you want it.

Students will be required to watch a number of films through either Vimeo or the University of Calgary's NFB streaming subscription.

COURSE ASSESSMENT AND EVALUATION

This course uses a scaffold grading system:

Assignment	Grade Category				
	A +/-	B +/-	C +/-	D /+	F
Times Up Due: Feb. 26 th	Minimum grade of B	Minimum grade of B	Not required	Not required	Not required
Film Reflections Due: Jan 8 th Jan 15 th Jan 22 nd Feb 1 st	4-6 Film Reflections AND <i>Minimum</i> grade of B+ on <i>all</i> reflections	3-5 Film Reflections AND <i>Minimum</i> grade of B on <i>all</i> reflections	1-2 Film Reflections AND <i>Minimum</i> grade of B on <i>each</i> reflection OR 3-6 reflections but <i>half (rounded down)</i> receive a grade less than B	No Film Reflections OR <i>Half (rounded down)</i> of reflections receives a grade lower than C+	No Film Reflections OR <i>Average</i> grade for <i>all</i> reflections is less than C-
Film Quizzes Due: Jan 11 th	Grade of 85% or higher on <i>all</i> quizzes (17/20)	<i>Average</i> grade of 70-100% on <i>all</i> quizzes, but less than 85% (17/20) on at least one quiz	<i>Average</i> grade of 55-69.9% on <i>all</i> quizzes	<i>Average</i> grade of 50-54.9% on <i>all</i> quizzes	<i>Average</i> grade on <i>all</i> quizzes is less than 50%
Class Discussion Due: Twice Daily, Jan 4 th – Jan 8 th	High Level participation in all 10 synchronous discussions	High Level participation in at least 7 synchronous discussions AND Participation in all other scheduled synchronous discussions	High Level participation in at least 5 synchronous discussions OR Participation in at least 8 scheduled synchronous discussions	High Level participation in 3-5 synchronous discussions OR Participation in at least 6 synchronous discussions	High Level participation in less than 3 synchronous discussions OR Participation in less than 6 synchronous discussions
Class Survey Due: Daily, Jan 4 th – Jan 8 th	Complete all 5 Surveys	Complete 4 Surveys	Complete 3 Surveys	Complete 2 Surveys	Complete 0-1 Surveys
Student Code of Conduct Due: Jan 5 th	Meet Requirements	Meet Requirements	Meet Requirements	Meet Requirements	Do Not Meet Requirements

The purpose of scaffold grading is to give you the opportunity to determine your own assessment goals and path to success. You know exactly what is expected of you at the start of the course. You can, with a few exceptions, choose your own deadlines. Rubrics are provided so you have clear direction on minimum grade standards.

You must meet **ALL** the requirements for each assessment in the Grade Category or your grade will drop to the next lowest category. Exceptions may be made if you receive an F in one category, but that is at the discretion of the instructor and will not be granted if the student requests / demands it.

You must complete assessments by the assigned deadlines. There are ***absolutely no extensions granted*** without university-approved documentation.

Each Grade Category is a range, which gives the instructor discretion to assign a final grade based on the overall quality of your contributions to the course. So, to be clear, even if you meet all the requirements for the A +/- Grade Category, you may receive an A-, an A, or an A+. That decision belongs solely to the instructor and is final. Requests / demands for a higher grade will not be granted. See the Course FAQ “Grade Expectations” for more details.

See D2L > Content > Course Assessment Instructions for details on assignments.

Assessment criteria can be accessed through D2L > Content > Rubrics.

According to university guidelines, students must receive a minimum 30% of their total course grade prior to the withdrawal date (April 15th) or formal feedback based on their performance in the course.

No test weighted for more than 15% of the final course grade may be scheduled two weeks before the end of classes (April 15th).

There is no registrar-scheduled final exam in this course.

GRADING SYSTEM:

This course uses a scaffold grading system with a combination of Pass/Fail and graded work. Graded work follows the chart below. The university’s Undergraduate Grading System is available here: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter	Usually Graded	Point	Description
96 + %	A+	97	4.0	Outstanding
90 – 95.9 %	A	92	4.0	Excellent
85 – 89.9 %	A–	87	3.7	Approaching Excellent
80 – 84.9 %	B+	82	3.3	Exceeding Good
75 – 79.9 %	B	77	3.0	Good
70 – 74.9 %	B–	72	2.7	Approaching Good
65 – 69.9 %	C+	67	2.3	Exceeding Satisfactory
60 – 64.9 %	C	62	2.0	Satisfactory
55 – 59.9 %	C–	57	1.7	Approaching Satisfactory
53 – 54.9 %	D+	54	1.3	Marginal Pass
50 – 52.9 %	D	52	1.0	Minimal Pass
0 – 49.9 %	F	0	0	Did Not Meet Requirements

Policy for All Assessments and Absences (synchronous and asynchronous)

As per the University of Calgary Calendar G.1.1., a student who is absent from an in-person assessment in a course will receive a grade of zero on the assessment. This policy will remain the same for synchronous assessments scheduled to happen during a zoom meeting, such as a class presentation. If a student communicates with the instructor and explains the circumstances around the absence, the instructor may transfer the percentage weight for the assessment to another component of the course (such as the final examination), set another assessment, or make other alternative arrangements. An instructor will normally make this decision based on the information provided by the student.

It is the student’s responsibility to keep a copy of all assignments and to follow all instructions for completion and submission in case of loss by any cause.

WOMEN’S STUDIES PROGRAM COURSE POLICIES

Student Conduct

A Student Code of Conduct Agreement, available on D2L, is part of this course. It is a required component of the class (see "Engagement"). Expectations for online course engagement are detailed in D2L, which monitors student use.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The instructor will not give out lecture notes, repeat information, nor provide replacement copies of material provided during regular class meetings.

Group work is a necessary component of a participatory classroom because it develops critical thinking and social skills. There will be a variety of assignments and engagement requirements that will demand your time and consideration of others.

Students must adhere to the Principles of Conduct, both Academic and Non-Academic, as outlined in the University of Calgary Calendar: ucalgary.ca/pubs/calendar/current/k.html

Course Technology

This course is offered as an online/remote version only. Students are responsible for their own technological equipment (hardware, software, and connectivity) and must feel confident using a variety of programs and portals. The instructor does not provide technical support. If you are experiencing any technical issues, you must go through ucalgary.ca/it. All work must be completed using the online technologies designated by the instructor. Failure to complete any assignments by the deadline and according to the instructions due to technological error on the student's part is not sufficient grounds for an extension or re-take, and may result in a grade of F (0).

Students are eligible for an Office 365 subscription with their U of C IT account/email with which they may install and activate the Microsoft Office program suite on up to 5 devices. They may download the Microsoft Office installation file by signing into their email online at <https://office365.ucalgary.ca> and selecting "Install Office Apps" from their main Office 365 portal page. Once the Microsoft Office suite is installed, they may activate the license by signing in with their @ucalgary.ca email.

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L a least once a week for any updates. D2L only uses @ucalgary email addresses.

Other platforms, portals, and programs may be required to complete course work.

Students must have the capability to stream and record audio and video. Details on university regulations for course technology requirements are provided on D2L.

During synchronous meetings, we encourage students to turn on their video interface, and avoid distractions (including technologies and screens that are not relevant to the course) in order to facilitate group connections. At the same time, we are aware that there are circumstances that do not always make this possible. We trust students to make the right decision for themselves in keeping with the Braver Space Guidelines.

Student-Instructor Communication

Appropriate communication procedures are described in detail on D2L under Content > Course Expectations, and are part of the Student Code of Conduct Agreement.

The instructor will endeavor to respond to emails within five business days of receiving the message. *If the student emails a question that is fully addressed elsewhere or should have been submitted differently, the instructor will not reply.* If you don't receive a response within five business days, it means you can find the answer yourself and are expected to do so or that you need to resubmit your query correctly.

Discussion Threads have been set up in D2L and are the preferred / priority means of communication. If you email a question that should have been posted in a Discussion Thread, the instructor will not reply.

The instructor may respond to your email query with the request that you meet online synchronously to discuss.

Please note, that the university's regular business hours are 8:30-4:30, Monday through Friday and excludes recognized holidays. See the Academic Schedule for more details: ucalgary.ca/pubs/calendar/current/academic-schedule.html

If you have concerns about a received grade, before contacting the instructor, you must do the following:

- Review all rubrics, assignment instructions, and supporting documentation
- Be prepared to answer why you received the grade you did based on the materials listed above

Unless it is an error of fact by the instructor (not one of analysis or assessment), your grade will not change, nor will you be granted additional work or a re-take. Emails demanding a re-assessment will go unanswered.

Braver Space Guidelines

“Braver Space” principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the course space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person’s), nor cajoling others into participating in ways that are not conducive to their personal bravery. It means *being respectful, self-aware, and mindful of the classroom dynamic and your place in it.*

Respect difference and diversity while welcoming thoughtful, critical debate and discussion. No one person’s right to their beliefs may supersede another person’s right to security and dignity.

When in a course dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold on to your own personal beliefs, but recognize that there will be differences of opinion and experience.

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

Some of the materials and topics may include explicit content (violence; sexuality; profanity; blasphemy; objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the course. You will not be exempt from any assigned work, but we will work together to accommodate your concerns.

Do not make assumptions about other people’s identities and life experiences. That includes (but is not limited to) race, gender, sexuality, physical ability, mental and emotional well-being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. If you need to correct language use, do so respectfully; if you are corrected, accept that correction respectfully.

Becoming self-aware is a continual process, and everyone is at a different point on their personal journey. Individuals make mistakes. Our assumption in this course is that we are all moving forward with our best intentions. If someone says something that may be construed to be problematic, we will raise questions and/or concerns about the language, not about the person.

Make an effort to speak from the position of “I” (not the generalized “you” or “people”) and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is unacceptable.

Address people without assuming their gender. Some ways to do this:

- Don’t refer to groups as guys, ladies, women, men, etc. Instead, use gender-neutral terms like “folks,” “all,” “everyone,” etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as “the person who said...”

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his
- ey/em/eirs

Similarly, if you are unsure about any aspect of a person’s identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, “Please note that there will be (x) content in my discussion.”

Respect your own and others’ physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required, while still maintaining your commitment to the participatory classroom.

Review and adhere to guidelines for online communication in both synchronous and asynchronous settings as provided by the instructor.

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

- *SU Student Wellness Services*
ucalgary.ca/wellnesscentre 403-210-9355 / 403-266-4357
- *Alberta Mental Health Help Line*
albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134 1-877-303-2642
- *Calgary Communities Against Sexual Abuse Hotline*
calgarycasa.com 403-237-5888

Trained peer supporters are also available on campus

- *Women’s Resource Centre*
<https://www.ucalgary.ca/student-services/womens-centre/home>
4th Floor, MacEwan Student Centre, in The Loft
- *Q Centre for Gender and Sexual Diversity*
su.ucalgary.ca/programs-services/student-services/the-q-centre
2nd Floor, MacEwan Hall, near The Den
- *Faith and Spirituality Centre*
<https://www.ucalgary.ca/student-services/faith-spirituality>
3rd Floor, MacEwan Student Centre
- *Writing Symbols Lodge*
<https://www.ucalgary.ca/student-services/writing-symbols/home>
3rd Floor, MacEwan Student Centre

For more resources, you are encouraged to consult the Campus Mental Health Strategy:
ucalgary.ca/mentalhealth

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

About the Women’s Studies Program

The Women’s Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (wmsprog@ucalgary.ca) and check out our listing on the Faculty of Arts website: arts.ucalgary.ca/womens-studies.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity, including:

Consent Awareness and Sexual Education Club
Faith and Spirituality Centre
Writing Symbols Lodge
Queers on Campus
Q: The SU Centre for Gender and Sexual Diversity

Women in Leadership Club
Women's Resource Centre
Women's Studies and Feminism Club

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

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

DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures. The student accommodation policy can be found at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor.

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

Absence or Missed Course Assessments

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Student Support and Resources

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

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Academic Advising

If you are a student in the Faculty of Arts, you can speak to an academic advisor in the Arts Students' Centre about course planning, course selection, registration, program progression and more. Visit the Faculty of Arts website at arts.ucalgary.ca/advising for contact details and information regarding common academic concerns.

For questions specific to the philosophy program, please visit phil.ucalgary.ca. Further academic guidance is available by contacting David Dick (Undergraduate Program Director ddick@ucalgary.ca) or Jeremy Fantl (Honours Advisor jfantl@ucalgary.ca). If you have questions regarding registration, please email Rebecca Lesser (Undergraduate Program Administrator phildept@ucalgary.ca).

Writing Assessment and Support

The assessment of all written assignments—and, to a lesser extent, written exam responses—is based in part on writing skills. This includes correctness (grammar, punctuation, sentence structure, etc.), as well as general clarity and organization. Research papers must include a thorough and accurate citation of sources. Students are also encouraged to use Writing Support Services for assistance. For more information, and other services offered by the Student Success Centre, please visit ucalgary.ca/ssc.

Required Technology

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Responsible Use of D2L

Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit ucalgary.service-now.com/it for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here:

<https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/>.

The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the [University of Calgary's Non-Academic Misconduct policy](#).

Media Recording

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Academic Misconduct/Honesty

Cheating or plagiarism on any assignment or examination is as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about referencing, please consult your instructor.

University Policies

The Instructor Intellectual Property Policy is available at ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act, as outlined at ucalgary.ca/legalservices/foip. The instructor (or TA) must return graded assignments *directly* to the student UNLESS written permission to do otherwise has been provided.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html).