



Course Number	ARCH 680.22 L04	Classroom	PF 3177
Course Name	Housing and Design Justice		
Pre/Co-Requisites			
Instructor	Alison Grittner, M.Arch, PhD(c)	Office Hours/Location	Zoom, by appointment. Please book here: https://calendly.com/alison-grittner
	Email: alison.grittner@ucalgary.ca		Phone: email please
Class Dates	In-person Wednesdays from 6pm – 9pm.		
Instructor Email Policy	I will respond to emails sent via student's @ucalgary emails within two business days.		
Name and Email of Teaching Assistant(s)	N/A		

Course Description
<p>Who decides what appropriate housing involves for those experiencing housing need? Why does housing matter? How do dominant systems perpetuate inequity and violence through our housing system? What are our silent complicities as designers in these systems? How might architects act of agents of change for housing, advancing design justice in partnership with our society's most vulnerable? Together, we will untangle these complex and messy questions.</p> <p>We will begin by familiarizing ourselves with strands of critical theory (ex: queer, post-colonial, intersectional feminist, critical-race theory, new materialisms, critical place, etc.) in relationship to housing, guide-ropes towards situating ourselves, design justice, and housing within our existing context of socio-spatial power. We are all political actors and must understand our relationship with power and systems before looking to actualize design justice in any form. Once our foundational understanding of radical care, critical reflection, and design justice is solidified, we will explore housing (social/affordable/speculative) systems, issues, and the lived experience of individuals/communities experiencing housing distress. We will explore designing housing <i>with</i> structurally vulnerable individuals, employing a power-with design lens.</p> <p>As a group, we will <i>experience</i> (field-trips/spatial ethnography/conversations with formerly unhoused individuals), <i>create</i> (artifacts to facilitate critical reflection and destigmatize social housing), <i>theorize</i> (articles, precedents, analysis), and take <i>action</i> (design justice manifesto to advance housing equity). Together, we will share the responsibility of co-creating knowledge and design justice, cultivating a practice of what activist Mariame Kaba deems “radical hope.”</p>
Course Hours: 3 units

Course Learning Outcomes
<p>Upon completion of this course, students will know and be able to:</p> <ol style="list-style-type: none"> 1. Generate a personal critical position that evaluates the role of housing and contextual built environments within socio-spatial structural systems and strategies for change. 2. Manifest collaborative design processes for housing and communities that amalgamate critical reflexivity, critical theory, and design thinking. 3. Communicate and identify individual relationships with power and strategies for flattening power in design.

4. Compose trajectories and design guidelines rooted in a deep understanding of specific marginalized communities and individuals grounded in lived experience and scholarship.
5. Explicate Canada's current housing context and identify routes towards design justice.

Learning Resources

Required readings, textbooks and learning materials:

Note: All required materials will be available electronically on D2L.

Technology requirements (D2L etc.):

In order to successfully engage in their learning experiences at the University of Calgary, students accessing D2L 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
- Student IT Resources
- Most current laptops will have a built-in webcam, speaker and microphone.

Additional Classroom Conduct and Related Information

I acknowledge the inequities experienced by those with intersectional experiences of race, gender, ethnicity, sexuality, age, socio-economic status, religion, settler-colonialism, and disability, among others. I am committed to fostering a learning environment that recognizes and celebrates diverse perspectives: please join me in this endeavour.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment 1: Weekly Learning Artifacts	<p>For 9 of 12 course weeks you will submit a minimum of two personal learning artifacts (one from class, one from out in the world), which at the end of the term will be re-mixed into a cohesive final learning process book concerning your relationship with housing and design justice. You can choose three weeks to miss during the semester.</p> <p>Your weekly learning artifacts will be personalized to you, reflecting your personal relationship to knowledge creation and integration. Your artifacts can be as traditional or as visionary as suits your relationship with knowledge and learning style in this course.</p> <p>Examples of weekly artifacts <i>might</i> include: Done in class: - rough sketches, diagrams, and brainstorming thoughts - notes (written/sketched/photographed) taken during discussions/activities/lectures/fieldtrips</p>	36% (9 weeks X 4%)	CLOs: 1, 2, 3, 4, 5

	<ul style="list-style-type: none"> - evidence from in-class activities (ex: photos and observations from sensing land fieldtrip, power walk, etc.) <p>Done out in the world:</p> <ul style="list-style-type: none"> - rough sketches, art-making, diagrams, and brainstorming thoughts - critical reflection (ex: free writing/drawing/making) - assembly of key quotes from assigned course materials (annotated with proper referencing) - annotated research for your chosen community/group - including any “failures” or off-track exploration of connections and ideas (these are a big part of learning your process and show the breadth of your exploration) - conceptual interrogation and development of course material (any modality) <p>Your personal learning artifacts should tell the story each week of:</p> <ul style="list-style-type: none"> - What connections did you make? - What questions do you have? - What learning did you try? - What/So What/Now What? <p>When submitting your weekly learning artifacts provide headings and brief explanations to help me understand what I am looking at, as well provide a brief space for you to reflect on your learning. Your weekly artifacts do not require editing or finessing beyond their initial creation and can be submitted in any appropriate/common digital format (ex: pdf, jpg, mov, docx, etc.). Learning artifacts will be discussed and workshopped in our first class and will be graded for completion.</p> <p>Due: every Wednesday 11:59PM MST from Sept. 7 – Dec. 7 in D2L dropbox.</p> <p>Reading, watching, listening, and engaging with the course materials every week is estimated to take 3 hours. Synthesizing, analyzing, and generating your “out in the world” learning artifacts will take an estimated 1-2 hours of time per week outside of class. In our first class we will do a boot-camp for academic and active reading strategies.</p>		
<p>Assignment 2: Tools for Actualizing Design Justice in Housing</p>	<p>The course is divided into three sections. At the end of each, you will create a tool for actualizing design justice in housing, generated from your personal learning across the section.</p> <p>Full assignment details will be available via D2L and discussed in class.</p>	<p>45%</p>	<p>CLOs: 1, 2, 3, 4, 5</p>

	<p>Tools for Actualizing Design Justice in Housing:</p> <ol style="list-style-type: none"> 1) Critical Reflection Artifact (15% - due Oct. 12th 11:59PM MST in D2L dropbox). 2) Interview/Charrette Process for building community with a specific marginalized population (15% - due Nov. 16th 11:59PM MST in D2L dropbox). 3) Housing and Design Justice Manifesto (15% - due Dec. 9th 11:59PM MST in D2L dropbox). 		
<p>Assignment 3: Final Process Book 19%</p>	<p>At the end of the course, you will remix and curate your learning artifacts submitted in weeks 1-12 into a final process book that critically reflects and tells the story of your learning throughout the course. The specific format of your process book is your decision, but in addition to your learning artifacts it must contain four elements:</p> <ol style="list-style-type: none"> 1) an approximately 500-word critical reflection concerning your learning throughout the course; 2) minimum of 7 references and appropriate in-text citations; 3) evidence of development of your three tools for actualizing design justice in housing (Assignment 2) as well as your final products 4) a self-grade for your process book and learning engagement (final grading decisions are always at the discretion of the instructor). <p>Full assignment details will be available via D2L and discussed in class.</p> <p>Due: Dec. 12th 11:59PM MST in D2L dropbox</p>	<p>19%</p>	<p>CLOs: 1, 2, 3, 4, 5</p>

Assessment and Evaluation Information

Engagement Expectations:

Engaging actively within our classroom learning community is a key element in everyone’s learning. If you are required to miss class, please consult with your peers concerning missed class activities and ***catch-up on your learning independently.***

All of us are expected to attend and engage in class sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by our peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group activities.

Engaging with the materials for the week must be done ***before*** class; come prepared to apply your knowledge in experiential group learning activities.

Guidelines for Submitting Assignments:

Please submit all assignments electronically through their respective dropbox in the course D2L. If you experience issues submitting through the dropbox, contact U of C IT Support. ***Assignments are not accepted via email.***

Expectations for Writing: (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments:

While the structure of this class is designed for a typical semester at the University of Calgary, we remain living in deeply atypical times. Your plans for meeting your learning obligations might end up not working in unanticipated ways.

If you are experiencing challenges that affect your ability to meet the deadlines in this document, or learning in this class, please let me know. I strive to foster an inclusive learning environment, which includes understanding how neurodivergence, disability, family obligations, income requirements, on-going pandemic challenges, etc. may interfere with deadlines. The work and the learning needs to be completed, but we will work together to develop a plan.

Criteria that must be met to pass: All course materials must be completed to pass the course.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School. (<https://www.ucalgary.ca/pubs/calendar/current/salp-3-3.html>)

CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a primary level (other criteria will be covered at a secondary level): A4: Program Analysis; B1: Critical Thinking and Communication; B3: Architectural Theory; B4: Cultural Diversity and Global Perspectives; B5: Ecological Systems; E2: Ethical and Legal Responsibilities.

Detailed Class Schedule			
Course Schedule Date	Topic	Materials	Materials/Assignments/Due Dates
<p><i>Part 1: Housing and Design Justice - Critical Foundations</i></p> <p>In this section we begin building our personal critical position concerning housing, design justice, and power. We start honing our critical reflection skills and understanding of positionality (who we are in the world and how that impacts our approach to design).</p>			
Sept 7	Why Housing?	<ul style="list-style-type: none"> Grittner, A. L. (2019). The Victoria Mxenge: Gendered formalizing housing and community design strategies out of Cape Town, South Africa. <i>Journal of Housing and the Built Environment</i>, 34(2), 599-618. Mallett, S. (2004). Understanding home: a critical review of the literature. <i>The sociological review</i>, 52(1), 62-89. PUSH (video) https://www.tvo.org/video/documentaries/push-feature-version 	
Sept 14	Design & Spatial Justice	<ul style="list-style-type: none"> Soja, E. (2011). <i>Seeking Spatial Justice</i>. University of Minnesota Press. [Chapter 3: Building a Spatial Theory of Justice] Design Justice Zine: https://static1.squarespace.com/static/5d5d34e927fded000105ccc4/t/5db4f29c7161a11f1860ea66/1572139687280/DESIGN%2BJUSTICE%2BZINE_ISSUE1.pdf Podcast: https://datasociety.net/library/design-justice/ Design Justice Principles: https://designjustice.org/read-the-principles 	
Sept 21	Critical Theory, Critical Reflection, and Design Practice Pt. 1	<ul style="list-style-type: none"> Brookfield, S. (2015). So what exactly is critical about critical reflection?. In <i>Researching critical reflection</i> (pp. 23-34). Routledge. Dovey, K. (2009). <i>Becoming places: Urbanism/architecture/identity/power</i>. Routledge. [Chapter 4: Limits of Critical Architecture: 'I Mean to be Critical, But . . .'] <p>Fieldtrip: Community Power Walk & Photo Documentation</p>	
Sept 28	Critical Theory, Critical Reflection, and Design Practice Pt. 2	<p>Students will select one piece of critical theory reading from a list provided by the instructor available on D2L. Topics include: queer, post-colonial, intersectional feminist, critical-race theory, new materialisms, critical place, and more.</p> <p>And:</p> <ul style="list-style-type: none"> Escobar, A. (2018). <i>Designs for the Pluriverse</i>. Duke University Press. [Chapter 4: In the Background of Our Culture: Rationalism, Ontological Dualism, and Relationality] 	
Friday September 30	National Day for Truth and Reconciliation		

Oct 3 - 7	Fall Block Week		
Monday October 10	Thanksgiving Holiday		
<p><i>Part 2: Designing With</i></p> <p>In this section we explore how structural disadvantage manifests among different social groups. Each of us will choose a specific community we are interested in learning more about and designing alongside. We will explore different possibilities of co-creating with these groups and invite members of these communities into our classroom for conversations.</p>			
Oct 12	Who are we designing with?	<p>Students will select two materials concerning marginalized groups from a list provided by the instructor available on D2L.</p> <p>And:</p> <ul style="list-style-type: none"> Young, I. M. (1990). <i>Justice and the Politics of Difference</i>. Princeton University Press. [Chapter: Five Faces of Oppression] 	Assignment 2 Part 1 Due: Critical Reflection Artifact
Oct 19	Relationship and Community Building	<ul style="list-style-type: none"> Brooks & Dunscombe (2020). Participatory Community Building Guidebook. Jeder Institute. https://resources.depaul.edu/abcd-institute/publications/Documents/Workbooks/Participatory-Community-Building-Guidebook-2020-1.pdf [Have a skim through and note what might be useful for you] Madison, D. S. (2011). Critical ethnography: Method, ethics, and performance. Sage publications. [Chapter 2: Methods: “Do I Really Need a Method?” A Method . . . or Deep Hanging Out?] Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). Promoting community change: Making it happen in the real world (first Canadian Edition). Nelson Education. [Chapter 7: Power] <p>Guest Lecture: Relationship Building with Communities</p>	
Oct 26	Sensory Ethnography	<ul style="list-style-type: none"> Abram, S. (2022). Walking as a Method of the Urban Sensory Ethnography [Video]. https://youtu.be/mkY0gTnHiT4 Grittner, A. L., & Burns, V. F. (2021). Enriching social work research through architectural multisensory methods: Strategies for connecting the built environment and human experience. <i>Qualitative Social Work</i>, 20(3), 792-812. <p>Guest Panel: Understanding & Co-Creating Supportive Sex Work Environments Through Sensory Ethnography</p>	
Nov 2	Participatory Design	<ul style="list-style-type: none"> Tunstall, E. D. (2020). Decolonizing design innovation: Design anthropology, critical anthropology, and Indigenous knowledge. In <i>Design Anthropology</i> (pp. 232-250). Routledge. Arboleda, G. (2020). Beyond participation: Rethinking social design. <i>Journal of Architectural Education</i>, 74(1), 15-25. Desjardins, A., Key, C., Biggs, H. R., & Aschenbeck, K. (2019, June). Bespoke booklets: A method for situated co-speculation. In <i>Proceedings</i> 	

		<i>of the 2019 on Designing Interactive Systems Conference</i> (pp. 697-709).	
		Activity: Participatory Design Charrettes	
Nov 7 – 10	Term Break		
Friday November 11	Remembrance Day		
<p><i>Part 3: Housing & Design Justice Issues</i></p> <p>In this section we explore broader housing and design justice issues that impact our social world. We can adjust these topics to learner interest as our learning evolves across the semester.</p>			
Nov 16	Policy, Financialization & Social Stigma	<ul style="list-style-type: none"> • Belanger, Y., Dekruyf, K. A., Moncrieff, A., & Kazakoff, T. (2019). The Urban Indigenous Housing Experience of NIMBY-ism in Calgary, Alberta. Social Sciences and Humanities Research Council of Canada: Calgary, AB, Canada • Canada's National Housing Strategy: https://www.placetocallhome.ca/ • Soules, M. (2021). Icebergs, Zombies, and the Ultra-Thin: Architecture and Capitalism in the 21st Century. Chronicle Books. [Chapter 6: Residential Avatars and Life Surrogates] 	Assignment 2 Part 2 Due: Interview/Charrette Process for building community with a specific marginalized population
Nov 23	Therapeutic & Trauma-Informed Design	<p>Choose Two of:</p> <ul style="list-style-type: none"> • Alaazi, D. A., Masuda, J. R., Evans, J., & Distasio, J. (2015). Therapeutic landscapes of home: Exploring Indigenous peoples' experiences of a Housing First intervention in Winnipeg. <i>Social Science & Medicine</i>, 147, 30-37. • Bollo, C., & Donofrio, A. (2021). Trauma-informed design for permanent supportive housing: four case studies from Seattle and Denver. <i>Housing and Society</i>, 1-22. • Gillis, K., & Gatersleben, B. (2015). A review of psychological literature on the health and wellbeing benefits of biophilic design. <i>Buildings</i>, 5(3), 948-963. • Grieder, M. A., & Chanmugam, A. (2013). Applying environmental psychology in the design of domestic violence shelters. <i>Journal of Aggression, Maltreatment & Trauma</i>, 22(4), 365-378. • Sampson, R., & Gifford, S. M. (2010). Place-making, settlement and well-being: The therapeutic landscapes of recently arrived youth with refugee backgrounds. <i>Health & place</i>, 16(1), 116-131. <p>Fieldtrip: Supportive/Affordable Housing Exemplars in Calgary</p>	
Nov 30	Social Determinants of Health & Housing	<p>Choose Two of:</p> <ul style="list-style-type: none"> • Lazarus, L., Chettiar, J., Deering, K., Nabess, R., & Shannon, K. (2011). Risky health environments: women sex workers' struggles to find safe, secure and non-exploitative housing in Canada's poorest postal code. <i>Social Science & Medicine</i>, 73(11), 1600-1607. 	

		<ul style="list-style-type: none"> • Marquez, E., Francis, C. D., & Gerstenberger, S. (2019). Where I live: A qualitative analysis of renters living in poor housing. <i>Health & place</i>, 58, 102143. • Ramage, K., Bell, M., Zaretsky, L., Lee, L., & Milaney, K. (2021). Is the Right to Housing Being Realized in Canada? Learning from the Experiences of Tenants in Affordable Housing Units in a Large Canadian City. <i>Societies</i>, 11(2), 53. • Waterston, S., Grueger, B., Samson, L., Canadian Paediatric Society, & Community Paediatrics Committee. (2015). Housing need in Canada: Healthy lives start at home. <i>Paediatrics & child health</i>, 20(7), 403-407. <p>Fieldtrip: Supportive/Affordable Housing Exemplars in Calgary</p>	
Dec 7	Climate & Land	<ul style="list-style-type: none"> • Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions. [Ch: In the Footsteps of Nanabozho: Becoming Indigenous to Place; pp. 205-215] • TallBear, K. (2011). Why interspecies thinking needs indigenous standpoints. <i>Cultural Anthropology</i>, 24, 1-8. • Unist'ot'en. (2020). <i>Invasion</i> (Video). Retrieved from https://unistoten.camp/media/invasion/ <p>Fieldtrip: Sensory Land Fieldwork</p>	
Dec 9			Assignment 2 Part 3 Due: Housing and Design Justice Manifesto
Dec 12			Assignment 3 Due: Final Process Book

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning

environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: <https://www.ucalgary.ca/risk/covid-19-procedure-for-sick-students>

UNIVERSITY OF CALGARY COVID-19 UPDATES:
<https://www.ucalgary.ca/risk/emergency-management/covid-19-response>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>
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 (contact information on first page above).

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/ .

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's 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.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of 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/pubs/calendar/current/k.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

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

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a

grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

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