



Course Number	ARCH 694.3 L01	Classroom	PF 3177
Course Name	Studio Research Selective: Future Ethnography for Spatial Justice		
Pre/Co-Requisites			
Instructor	Alison Grittner, MArch PhD(c)	Office Hours/Location	Email for appointment
	Email: alison.grittner@ucalgary.ca		
Class Dates	Tuesdays, January 10 – April 11, 11AM – 12:30 PM		
Instructor Email Policy	All course communications must occur through your @ucalgary email. I will respond to emails sent via student’s @ucalgary emails within 2 business days.		

Course Description

This course is designed to enrich, expand, and accompany your senior research studio.

We will employ the two prongs of design ethnography and design fiction under the umbrella of “Future Ethnography” as a research methodology aimed towards cultivating collaborative design visions of spatial justice that listen deeply and respond to the heterogeneity, ambiguity, and messiness of our social world.

Design ethnography employed in a collaborative/co-design ethos can assist in designing towards spatial justice in which the “[imagined] bodies and spatial inhabitants” (Hamraie 2013, n.p.) of our design visions include multifaceted identities, inter-species kin, and interconnected ecological systems. In de-centering designers as the protagonist in design decisions and understandings, design ethnography is one pathway towards spatial justice rooted in listening, collaboration, imagination, and unravelling existing systems of power.

Design fiction refers to designing with stories, or within the world of a story. Creating a believable and relatable story world allows us to explore the *how* of transformation. Without vision the: “future flattens out into uncritical extrapolations from the present” (Knight, 1981, p. 28). Speculative futures provide an alternative to the present and in doing so instigate the possibility of spatial justice.

After building an ethical and methodological foundation each learner will design, conduct, and analyze a design ethnography research process tailored to inform a spatial justice issue related to their senior research studio. Learners will then mobilize and story their ethnographic research knowledge to envision a near future of socio-spatial transformation.

Note: The design ethnography activities will be conducted under an approved Conjoint Faculties Research Ethics Board (CFREB) course-based research ethics certificate.

Course Hours: 1.5 units

Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Describe the relationship between design research and cultural, social, political, environmental, and/or ethical issues.
2. Design and implement an ethnographic research design process.
3. Communicate and identify individual relationships with power and strategies for flattening power in design and research.
4. Manifest collaborative design processes for actualizing spatial justice that amalgamate design research, critical reflexivity, critical theory, and design thinking.
5. Compose speculative trajectories and design storytelling rooted in a deep understanding of social phenomenon spatial justice, grounded in both lived experience and scholarship.

Learning Resources

Required readings and learning materials (includes options, not all are required):

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

Ahmed, S. (2013, September 11). Making feminist points. *feministkilljoys*.

<https://feministkilljoys.com/2013/09/11/making-feminist-points/>

Bendiner-Viani G (2016) Bringing their worlds back: Using photographs to spur conversations on everyday place. *Visual Studies* 31(1): 1–21.

Bleeker, J. (2022). When Jogging Was Futuristic. *Design Fiction Newsletter*, 28.

Causey, A. (2017). *Drawn to see: Drawing as an ethnographic method*. University of Toronto Press. [Chapter 6: Seeing Movement]

Ceraso, S. (2018). *Sounding composition: Multimodal pedagogies for embodied listening*. University of Pittsburgh Press. [Chapter 3: Sounding Space, Designing Experience: The Ecological Practice of Sonic Composition]

Denzin, N. (2017). The elephant in the room: Or extending the conversation about the politics of evidence. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, 5th ed. (pp. 839-853). Thousand Oaks, CA: Sage.

Design for Spatial Justice Podcast Series. <https://spatialjustice.uoregon.edu/design-for-spatial-justice-podcast-series/>

Desjardins, A., Key, C., Biggs, H. R., & Aschenbeck, K. (2019, June). Bespoke booklets: A method for situated co-speculation. In *Proceedings of the 2019 on Designing Interactive Systems Conference* (pp. 697-709).

Elliott, D. (2017). Writing. In *A different kind of ethnography: Imaginative practices and creative methodologies*. University of Toronto Press.

Halse, J. (2013). Ethnographies of the Possible. In *Design Anthropology: Theory and Practice*. Taylor & Francis.

Ingold, T. (2013). *Making: Anthropology, archaeology, art and architecture*. Routledge. [Chapter 4: On Building a House].

Kaba, M. (2021). *We do this' til we free us: Abolitionist organizing and transforming justice* (Vol. 1). Haymarket Books. [Chapter: Justice: A Short Story.]

Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teaching of plants*. Milkweed Editions. Chapter: Gift of Strawberries.

Limes-Taylor Henderson, K. & Esposito, J. (2019). Using others in the nicest way possible: On colonial and academic practice(s), and an ethic of humility. *Qualitative Inquiry*, 25(9), 876-889.

Lorde, A. (1984/2007). *Sister outsider: Essays and speeches*. The Crossing Press. [Chapter: Poetry is not a Luxury]

Pink, S. (2015). *Doing sensory ethnography*. Sage. [Chapter 5: Articulating Emplaced Knowledge: Understanding Sensory Experiences Through Interviews.]

Pink, S., Fors, V., Lanzeni, D., Duque, M., Sumartojo, S., & Strengers, Y. (2022). *Design Ethnography: Research, Responsibilities, and Futures*. Taylor & Francis. [Chapter 2: Techniques].

Piepzna-Samarasinha, L. L. (2018). *Care work: Dreaming disability justice*. Vancouver: arsenal pulp press. [Chapter: Prefigurative Politics and Radically Accessible Performance Spaces: Making the World to Come]

Martins, L. P. D. O. (2014). Privilege and oppression: Towards a feminist speculative design. *Proceedings of DRS*, 980-990.

Müller, F. (2021). *Design ethnography: epistemology and methodology*. Springer Nature. [Chapter 5]

Sensory Ethnography Lab (2022). <https://sel.fas.harvard.edu/>

Shange, S. (2022). Citation as ceremony: #SayHerName, #CiteBlackWomen, and the practice of reparative enunciation. *Cultural Anthropology*, 37(2), 191–198.

Sterling and Marton (2016). *Design Justice Zine #2: An exhibit of emerging design practices*. https://static1.squarespace.com/static/5d5d34e927fded000105ccc4/t/5db4f25c820b8d29023a3162/1572139614616/DESIGN%2BJUSTICE%2BZINE_ISSUE2.pdf

Suri, J. F. (2011). Poetic observation: What designers make of what they see. In *Design anthropology* (pp. 16-32). Springer, Vienna.

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review* 79(3): 409–428.

Tuck, E., & McKenzie, M. (2014). *Place in research: Theory, methodology, and methods*. Routledge. [Chapter 4: Methodologies of Critical Place Theory]

WalkingLab Podcast. (2021). <https://walkinglab.org/walkinglab-podcast/>

Wilson, S., & Hughes, M. (2019). Why research is reconciliation. In S. Wilson, A. V. Breen, & L. DuPré (Eds.) *Research and reconciliation* (pp. 5-19). Canadian Scholars.

Technology requirements (D2L etc.):

A D2L course shell will be used for course management. 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.

Workshop Safety Training Requirement

If a course requires the use of the SAPL workshop, students must complete all online University of Calgary safety courses, the online Trajectory safety training course, as well as in-person workshop training and a grade of pass on the final evaluation project, to be granted access to the SAPL workshop. This training is offered once a year, around the start of the Fall term and has a completion deadline.

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.

Guidelines for Zoom Sessions in Online Classes

The course will be delivered in person. If we must move a session online you are expected to participate actively in all Zoom sessions and to turn on your webcam if possible. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

The assignments below are intended to be bite-sized activities guiding you through a future ethnography research process. All assignments will be worked on and workshopped *in-class* and are intended to support your senior research studio process and work.

Assessment Method	Description	Weight	Aligned Course Learning Outcomes
Assignment 1: Complete the TCPS CORE Ethics Tutorial	<p>The <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)</i> is a joint policy of Canada's three federal research agencies, namely the Canadian Institutes of Health Research, the Natural Science and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council. The agencies require researchers to address ethical issues that arise in the course of research involving humans.</p> <p>Students will complete the online tutorial on research ethics, TCPS 2 CORE, which can be accessed at: https://tcps2core.ca/welcome. The tutorial takes approximately three hours to complete, though more time might be required for</p>	10%	1 & 3

	<p>students who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each student will be immediately awarded a completion certificate by the Panel on Research Ethics.</p> <p>Students will submit their certificates of completion via the assignment Dropbox in D2L and receive full marks. Those who fail to submit their certificates on the due date (by 11:59PM) will receive a zero for this assignment.</p>		
<p>Assignment 2: Annotated Bibliography</p>	<p>An annotated bibliography expands a bibliography (a list of citations to sources that you've used when researching a topic) to include a summary and evaluation of each source.</p> <p>For this assignment, you will solidify your topic of interest related to spatial justice for your exploration and research across your senior studio and this course.</p> <p>You will then develop an annotated bibliography containing three academic sources, a discussion of what you learned from this research, and reflect on how this research will inform your design ethnography process.</p> <p>Your annotated bibliography can be purely textual (as is traditional practice) or can be completed in a combination of visual and text (ex: concept maps, collage, etc.).</p> <p>We will workshop this assignment, including identifying academic sources and creating annotated bibliographies in class together on February 1st. Further details and assignment rubric will be available on D2L.</p> <p>Due: February 7th 11:59PM MST in D2L Dropbox.</p>	10%	2 & 4
<p>Assignment 3: Ethnographic Design Proposal and Informed Consent</p>	<p>For this assignment you will create a design ethnography research process tailored to cultivate collaborative understandings of a spatial justice topic associated with your senior research studio.</p> <p>This process will seek to answer a specific research question or design problem and build off the knowledge generated in your annotated bibliography. You will consider ethical/political responsibilities generated by specific research</p>	20%	1, 2, 3, & 4

	<p>relationships, and preparing necessary documents required informed consent within research relationships.</p> <p>Your proposed design ethnography process will incorporate (at minimum):</p> <ol style="list-style-type: none"> 1) One interview/design activity guide 2) An informed consent process and letter for your interviewee/participant 3) Identifying a field site and observational method/procedure <p>Further details and assignment rubric will be available on D2L. This assignment can be completed individually/paired/grouped. You will be provided with an example of informed consent to be refined and tailored to your proposal.</p> <p>Your design ethnography research design and informed consent MUST BE APPROVED by the instructor BEFORE FIELDWORK STARTS to comply with the CFREB course-based research ethics certificate.</p> <p>Due: February 27th 11:59PM MST in D2L Dropbox.</p>		
<p>Assignment 4: Fieldwork Research Analysis and Findings Report (30%)</p>	<p>From February 28 – March 21st you will implement your design ethnography proposal, conducting your proposed fieldwork and engage with your participant/interviewee. During this process you will keep a fieldwork journal and research records. At the end of the fieldwork you will analyze and interpret your findings, documenting and sharing them in a modality appropriate to your design ethnography process and studio requirements.</p> <p>Further details and assignment rubric will be available on D2L. This assignment can be completed individually/paired/grouped.</p> <p>Due: February 28th 11:59PM MST in D2L Dropbox.</p>	<p>30%</p>	<p>1, 2, 3, & 4</p>
<p>Assignment 5: Design Fiction</p>	<p>From March 28th – April 11th you will translate your design ethnography findings into a piece of design fiction that stories your research into a near future of socio-spatial transformation and justice. Your design fiction can be prose or a different modality that best suits your design story and studio needs (ex: podcast, cellphilm, comic, etc.)</p>	<p>20%</p>	<p>1 & 5</p>

	<p>Further details and assignment rubric will be available on D2L. This assignment can be completed individually/paired/grouped.</p> <p>Due: April 14th 11:59PM MST in D2L Dropbox. (Or at an alternative date to be determined by each student in relationship to their work load prior to the end of semester)</p>		
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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 and workshop design ethnography and design fiction together in class.

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): Critical Thinking and Communication; B3: Architectural Theory; B4: Cultural Diversity and Global Perspectives; B5: Ecological Systems; E2: Ethical and Legal Responsibilities.

Topic Areas & Detailed Class Schedule

If you find this outline somewhat daunting – Don't Worry! We'll monitor workload throughout the course, and develop ways of collaborating and sharing labour across the semester. Most of the required readings are relatively *short* and you will have options throughout.

Design Justice Principle No. 1: We use design to sustain, heal, and empower our communities, as well as to seek liberation from exploitative and oppressive systems.

Course Schedule Date	Topic	Materials/Assignments/Due Dates
January 10	Introduction: Defining	<ul style="list-style-type: none"> Lorde (1984/2007) Chapter: Poetry is Not a Luxury

	Design Research, Design Fiction, & Spatial Justice	<ul style="list-style-type: none"> • Design Justice Zine #2: An exhibit of emerging design practices • Design for Spatial Justice Podcast Series (Choose one episode)
January 17	Research Ethics & Ethical Relations for Spatial Justice	<ul style="list-style-type: none"> • Kimmerer (2013) [Gift of strawberries] • Godley Podcast (2021) <p>Choose One:</p> <ul style="list-style-type: none"> • Tuck (2009) • Limes-Taylor Henderson & Esposito (2019) <p>A1 DUE: Completing TCPS CORE Ethics Tutorial (10%)</p>
January 24	Worldviews & Research Paradigms – Situating Design Ethnography	<p>Choose TWO:</p> <ul style="list-style-type: none"> • Denzin (2017) • Smith (2012) Ch 2: Research through Imperial Eyes. • Tuck & McKenzie (2014) • Wilson & Hughes (2019) Why research is reconciliation.
January 31	Design Ethnography –Intimacies in Reading, Writing, Listening, Experiencing, & Reflecting	<ul style="list-style-type: none"> • Suri (2018). <p>Choose ONE:</p> <ul style="list-style-type: none"> • Ahmed (2013) https://feministkilljoys.com/2013/09/11/making-feminist-points/ • Shange, S. (2022).
February 7	Design Ethnography – Workshopping Design Ethnography and Informed Consent	<ul style="list-style-type: none"> • Pink et al. (2022). Chapter 2: Techniques. • Muller (2021). Chapter 5: Methods and Aspects of Field Research. <p>A2 DUE: Annotated Bibliography (20%)</p>
February 14	Design Ethnography - Workshopping Design Ethnography and Informed Consent	<p>Choose TWO</p> <ul style="list-style-type: none"> • Pink (2009). Chapter 5: Articulating Emplaced Knowledge: Understanding Sensory Experiences Through Interviews. • Ceraso (2018). Chapter 3: Sounding Space, Designing Experience: The Ecological Practice of Sonic Composition. • Bendiner-Viani (2016). • Desjardins et al. (2019). • The Sensory Ethnography Lab (2022). Choose one film ethnography from the website. • Causey (2017). Chapter 6: Seeing Movement. • WalkingLab Podcast. Choose One Episode.
Feb 19 -25 Term Break		
February 28	Design Ethnography - Fieldwork	<ul style="list-style-type: none"> • Ingold (2013). [Chapter 4: On Building A House] • Halse (2013).

		A3 DUE: Design Ethnography Research Design and Informed Consent Due (20%) MUST BE APPROVED BEFORE FIELDWORK STARTS
March 7	Design Ethnography - Fieldwork	
March 13 -17 Winter Block Week		
March 21	Design Ethnography - Fieldwork	A4 DUE: Fieldwork Research Analysis and Findings Report (30%)
March 28	Design Fiction – Storying Workshop	<ul style="list-style-type: none"> • Elliott (2017). • Bleeker (2022). • Martins (2014).
April 4	Design Fiction - Storying Workshop	<ul style="list-style-type: none"> • Piepzna-Samarasinha, L. (2018). Chapter: Prefigurative Politics and Radically Accessible Performance Spaces: Making the World to Come. • Kaba (2021). Chapter: Justice: A Short Story.
April 11	Design Fiction - Storying Workshop	
April 14		A5: Design Fiction Due (20%) (Or at an alternative date to be determined by each student in relationship to their work load prior to the end of semester)

Guidelines for Zoom Sessions

If video conferencing tools such as Zoom or MS Teams will be used during course activities, provide information related to student learning and conduct, and indicate whether these sessions will be recorded.

For example:

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