



**INTRODUCTION TO BUDDHISM
FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION
COURSE OUTLINE
Fall 2020**

COURSE NUMBER: RELS 313

COURSE NAME: Introduction to Buddhism

CLASSROOM LOCATION: Synchronous Zoom

CLASS DAYS & TIMES: TuTh 12:30-1:45 Synchronous Zoom with option to share recording link if needed

INSTRUCTOR NAME AND CONTACT INCLUDING UCALGARY EMAIL & PHONE:

Dr. Wendi Adamek, wadamek@ucalgary.ca, 403-637-3983

INSTRUCTOR EMAIL POLICY: Please note that all course communications must occur through your @ucalgary email, and I will usually respond to emails sent via student's @ucalgary emails within 48 hours.

COURSE CALENDAR STATEMENT:

Buddhist developments from the time of Buddha to the development of Mahayana.

COURSE DESCRIPTION:

In this course we look at the foundations of Buddhism from the life of the Buddha through early Mahāyāna. Our primary focus will be reading and discussing Buddhist classic scriptures and philosophical texts. We also explore cultural and historical contexts.

For online courses:

Attendance will be taken through sign-in to synchronous Zoom sessions. Participation is part of the grade, see details below.

You are strongly encouraged to have your webcams on and join in the discussion in order to support your participation grade.

If you must miss a class, let the instructor know and she will share the recording link.

COURSE LEARNING OUTCOMES

- Ability to organize and integrate knowledge gained from lectures, readings, and discussion
- Ability to link socio-historical contexts with religious thought and practice
- Ability to discuss intercultural differences
- Ability to analyze primary sources (understand how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)

LEARNING RESOURCES

Required Texts (links to UofC library ebooks or JSTOR provided in separate document)

Adamek, Wendi L. (2020). "Summary of Yogācāra Theory," excerpt from *Practicescapes*.

Anacker, Stefan (2002). *Seven Works of Vasubandhu*. Delhi: Motilal Banarsidass.

Duckworth, Douglas S. (2019). *Tibetan Buddhist Philosophy of Mind and Nature*. New York: Oxford University Press.

Garfield, Jay L. (1994). "Dependent Arising and the Emptiness of Emptiness: Why Did Nāgārjuna Start with Causation?" *Philosophy East and West* 44.2: 219-250.

Gethin, Rupert, trans. (2008). *Sayings of the Buddha: A Selection of Suttas from the Pali Nikāyas*. Oxford: Oxford University Press.

Lopez, Donald S., Jr. (2001). *The Story of Buddhism: A Concise Guide to Its History and Teachings*. San Francisco: HarperCollins.

Siderits, Mark. (2007) *Buddhism as Philosophy: An Introduction*. Hants, U.K.: Ashgate Publishing.

Watson, Burton, trans. (1993). *The Lotus Sutra*. New York: Columbia University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

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.

COURSE SCHEDULE

See below

ASSESSMENT COMPONENTS

Format for all: US Letter, double-spaced, one-inch margins, 12-point Calibri or Times font

Date	Assessment	Weight (%)	Notes
Posted Sat. Feb. 6 th @ 8am	Essay exam based on readings and discussion	25%	Take-home, 64 hours PDF document due via email by Mon. Feb. 8 th @ 11:59pm
Mon. Feb. 22	Email instructor with primary source possibilities for your paper	5% P/F, must pass to continue	Email due by 11:59pm
Mon. March 15	Draft for paper: interpretation of a primary source not assigned for class	10% P/F, must pass to continue	PDF document due via email by 11:59pm
Posted Wed. April 7 th @ 8am	Essay exam based on readings and discussion	25%	Take-home, 64 hours PDF document due via email by Fri. April 9 th @ 11:59pm
Thurs. April 22	Final paper: interpretation of a primary source not assigned for class	30%	PDF document due via email by 11:59pm
Ongoing	Participation	5%	Attendance and participation noted

There will be no registrar-scheduled final exam.

Please let the instructor know if you are intending to graduate this term.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- All written assignments should be sent to my email (wadamek@ucalgary.ca).
- PDF file title: **Surname, Course number, Assignment. (Example: Smith 313 Exam 1)**
- Format for all written work: US Letter, double-spaced, one-inch margins, 12-point Calibri or Times font

DESCRIPTIONS of ASSIGNMENTS

Participation (5%)

Your participation mark will be based on both attendance and qualitative assessment.

Beginning Week Three: Attendance will be taken through sign-in to synchronous Zoom sessions. **If you miss more than 50% of the total classes (beginning from Week Three), you will fail the course.** Qualitative assessment will be based on your participation in discussion and questions or comments that show thoughtful reading of the material. If you wish to turn in written discussion questions or comments before class or in chat, I will include them

in the discussion. Please raise hand or say something in order to direct my attention to chat questions.

Essay Exams based on readings (25% x 2)

You will write 2 essays from a choice of 4 questions. Each essay should be 3 pages. You may go over, but the max is 5 pages per essay. Essay questions will require integration and reflection based on major themes and issues drawn from class readings and discussions. Qualitative assessment is important here: craft an essay, not a laundry list of information points. You may use short 2-3 sentence quotations, cite source and page numbers. **DO NOT USE INTERNET SOURCES, USE ONLY CLASS MATERIALS.**

Interpretation of Primary Source Paper Draft (10%) (See EXPECTATIONS section below)

Pass required to continue with research paper.

You will get your PDF back with comments and suggestions.

Format:

- PDF file title should appear as: Surname, course number, Draft.
- Include your name, the paper title, and the date on the first page
- **Outline of paper (one page)**
- **Draft section of the paper = 2-3 pages in addition to the outline. Your draft may be “rough,” but must consist of complete sentences and paragraphs (not annotated outlines or bullet-points) and include citations.**
- **Preliminary bibliography of potential sources.** Search for good-quality resources; even though you may not end up reading all of them, this gives me a basis for making suggestions. Your bibliography must include your main primary source and secondary sources that could support your arguments.

Final Paper, Interpretation of Primary Source (30%)

6-8 pages, does not include notes and bibliography

You may use quotations, cite source and page numbers

MISSED OR LATE ASSIGNMENTS

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline without any communication with the instructor may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

GRADING

<https://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A numerical mark will be given for each course requirement. Numerical marks are assigned on the following number and letter grade scheme, used within the Department of Classics and Religion:

A+	100 - 96	A	95 - 90	A-	89 - 85
B+	84 - 80	B	79 - 75	B-	74 - 70
C+	69 - 65	C	64 - 60	C-	59 - 55
D+	54 - 53	D	52-50	F	Under 50

A student's final grade for the course is the sum of the separate assignments. It is necessary to pass each assignment separately in order to pass the course.

EXPECTATIONS

WRITING SKILLS

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

"INTERPRETATION OF PRIMARY SOURCE" PAPER EXPECTATIONS

- **Please discuss possible sources with the instructor as soon as possible. Sources must be Buddhist texts.**
- **All papers must be based on a combination of primary sources and scholarly secondary sources.**
- Primary sources are texts or works that you discuss and analyze. Secondary sources are the research of others that you use as support for your arguments.
- Materials used must include at least **200 pages from non-assigned sources** (books, selections from edited collections, and/or articles). If you are in doubt about whether or not your source meets acceptable standards, consult with the instructor. Bibliographies and "further readings" suggestions in the assigned texts are good places to start searching for material, in addition to consulting with the instructor and/or library staff.

PAPER ASSESSMENT CRITERIA

1) Aims:

- **You are not writing a journalistic general descriptive essay**, you are writing an original research paper focussed on analysis of a specific text in terms of a research question or argument (a "thesis statement")

- You are not writing for the instructor, you are writing for an educated person who does not know your particular subject.
- All papers should show attention to structure: the **introduction** explains what the paper is about and gives a **thesis statement** outlining the writer's arguments and methods. Throughout the paper there are good **transitions** between different sections, and the **conclusion** summarizes the main points of the paper.
- Regardless of what you may have been told, there is no reason to avoid first-person pronouns! It is not only acceptable but preferable to say things like "I intend to argue that..." or "my research has led me to the conclusion that..." Use of first-person pronouns signals your intention to take responsibility for your claims. Be sure to acknowledge **all** the sources on which your claims are based.
- For graduate students, the benchmark to aim for is professional (publication quality) work.

2) Format:

- **Essays, Draft and Paper format: US Letter, double-spaced, one-inch margins, 12-point Calibri or Times font.** Include page numbers and title page.
- Pay attention to grammar, always spell-check and **proof-read**.
- Give a brief definition in parentheses the first time you use any foreign language term.
Example: *upāya* (skillful means).
- Give dates (if that information is available) for each person or period you discuss.
Example: Wuzhu (714-774). Tang Dynasty (618-906)
- Page limit does not include notes and bibliography.

3) Citations and Bibliographies

The Department of Religious Studies uses the most recent edition of the Chicago Manual of Style and requires references and bibliographies to adhere to the Chicago citation system. You can find a quick guide here: http://www.chicagomanualofstyle.org/tools_citationguide.html. Alternatively please consult with the library staff for help with using the Chicago citation style. If you must cite online material (keep this to a minimum!) make sure they are academic sources with **identified authors** (not Wikipedia, etc.) and include the full url and date accessed.

4) Qualitative standards

Fail range (Below 50%)

Work may fail for any of the following reasons: plagiarism; lack of sufficient research using appropriate sources; irrelevance of content; failure to address the specified question or treat the specified theme; lack of analysis or interpretation; unacceptable levels of paraphrasing; excessive reliance on quotations; presentation, grammar or structure so deficient that work cannot be understood; very late submission without an extension.

D range (50-54%)

Work meets basic requirements in terms of topic selection and demonstrates some understanding of the chosen topic. However, it has major gaps or inadequacies in research,

comprehension, and editing for grammar and spelling.

C range (55-69%)

Work may be reasonably well-researched and show signs of attempts to organize material, but remains weak in areas like formulating a thesis statement, providing transitions, maintaining the thread of an argument or theme, and summarizing relevant conclusions.

B range (70-84%)

Work has considerable merit; contains evidence of an accurate command of the subject matter and a sense of its broader significance, offers synthesis and evaluation of material, and demonstrates an effort to engage with challenging reading. It maintains clear focus on the principal issues and shows understanding of relevant scholarly arguments and diverse interpretations, though there may be some weaknesses in clarity or structure. Articulate writing, with research properly documented.

A range (85-96%)

Work shows evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with questions, proposes an original and valid thesis, and attempts an analytical evaluation of material. Makes a good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Shows evidence of ability to think theoretically as well as empirically, and to conceptualize and problematize issues in terms of the relevant discipline. Well-written and documented.

A+ (96-100%)

Work of superior standard that demonstrates initiative and ingenuity in research, pointed and critical analysis of material, and innovative interpretation of evidence. Makes insightful contributions to debate in the relevant discipline, engages with values, assumptions and contested meanings in primary source texts, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. Writing is characterized by creativity, style, and precision as well as proper documentation. Work may suggest that the author has advanced research potential in the following ways: critical insights into the work of established scholars; the proposal of a new perspective from which to view a problem; the identification of a problem not adequately recognized in the existing literature.

ADDITIONAL COURSE INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

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 to arrange an alternative activity for the missed session (e.g., to review a 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.

COURSE SCHEDULE (subject to change)

Week One

Jan.12: Course Schedule, Introduction
Lopez, pp. 1-19

Jan.14: Indian and Buddhist Cosmology
Gethin pp. 120-128 (Origin of Things)
Lopez pp. 19-24; 33-36

Week Two

Jan.19: Life of the Buddha
Gethin, trans., pp. 173-194 (Dialogue with Prince Bodhi)
Lopez, pp. 37-41; 54-59

BBC Documentary: *The Life of the Buddha*, (2007), directed by Kritsaman Wattananarong:
http://www.dailymotion.com/video/x152cdb_the-life-of-the-buddha-bbc-documentary_people

Jan. 21: Four Truths
Gethin pp. 243-246 (Turning the Wheel of Truth)
Lopez pp. 42-54

Week Three

Jan. 26: No-Self

Gethin pp. 216-222 (Aggregates)

Lopez pp. 24-27

Jan. 28: H.E. Neten Rinpoche Talk

Week Four

Feb. 2: Meditation

Gethin pp. 141-155 (Establishing Mindfulness)

Lopez pp. 206-213

Feb. 4: Dependent Origination

Gethin pp. 210-216 (Causes)

Lopez pp. pp. 27-33

Optional Review Session Friday Feb. 5th, 10-11am

Take-Home Essay Exam posted Sat. Feb. 6th @ 8am, due Mon. Feb. 8th @ 11:59pm

Week Five

Feb. 9: Mahayana and the *Lotus Sutra*

Watson, trans., *Lotus Sutra* pp. 56-79 (Parable of the Burning House)

Lopez pp. 59-72

Feb. 11: Buddhas, Bodhisattvas, and Images

Watson, trans., *Lotus Sutra* pp. 224-232 (Lifespan of the Thus Come One)

Lopez pp. 72-97

Reading Week, no class Feb. 16 & 18: Search for Buddhist text primary source for paper.

Email instructor with primary source possibilities on Monday, Feb. 22.

Week Six

Feb. 23: Buddhist Hermeneutics

Lopez pp. 103-128

Feb. 25: Abhidharma

Siderits pp. 105-115

Week Seven

March 2: Madhyamaka Deconstruction

Siderits pp. 180-207

March 4: *Mūlamādhyaṃika-kārikā*
Garfield pp. 219-246

Week Eight

March 9: *Yogācāra Phenomenology*
Adamek pp. 1-16

March 11: *Triṃśikā-kārikā*
Anacker pp. 183-190

**Monday March 15: Paper Draft, including outline and bibliography (see instructions above)
due by 11:59pm, by email**

Week Nine

March 16: *Tibetan Buddhist Philosophy of Mind and Nature*
Duckworth, "Introduction" & "Between Construction and Immediacy" Kindle pp. 1-24

March 18: *Tibetan Buddhist Philosophy of Mind and Nature*
Duckworth, "Nonduality of Madhyamaka and Yogācāra" Kindle pp. 27-64
(may skip "Prāsaṅgika-Madhyamaka and Radical Deconstruction," pp. 42-48)

Week Ten

March 23: *Tibetan Buddhist Philosophy of Mind and Nature*
Duckworth, "Self-Awareness and the Subject-Object" Kindle pp. 67-88
(may skip "The Critical Gaze of Geluk Prāsaṅgika," pp. 79-86)

March 25: *Tibetan Buddhist Philosophy of Mind and Nature*
Duckworth, "Concepts and the Nonconceptual" Kindle pp. 89-115
(may skip "Prāsaṅgika-Madhyamaka and Conventional Foundations," pp. 103-108)

**Douglas Duckworth Zoom Talks: Thurs. March 25, 3-5 pm, Friday March 26, 7-8:30pm
Extra attendance credit**

Week Eleven

March 30 *Tibetan Buddhist Philosophy of Mind and Nature*
Duckworth, "Radical Phenomenology" Part I, Kindle pp. 117-139

April 1 *Tibetan Buddhist Philosophy of Mind and Nature*
Duckworth, "Radical Phenomenology" Part II and "Conclusion" Kindle pp. 139-150

Week Twelve

April 6: Review

Take-Home Exam posted Wed. April 7th @ 8am, due Fri. April 9th @ 11:59pm

Week Thirteen

April 13: *Tibetan Buddhist Philosophy of Mind and Nature*

Duckworth, "Appendix D: Mahāmudrā Meditation" Kindle pp. 259-285

April 15: Class Wrap-up

Lopez pp. 254-256

April 22, Thursday: PDF formatted Final Research Paper due by 11:59pm by email.

COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

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>.

ACADEMIC ACCOMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). 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.

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/.

RESEARCH ETHICS (if applicable)

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

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.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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>.

MEDIA RECORDING (if applicable)

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

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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>

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