



**RELS 440 RELIGION and ECONOMIC SYSTEMS
UNIVERSITY OF CALGARY
FACULTY OF ARTS**

DEPARTMENT OF CLASSICS AND RELIGION

FALL 2020, TTH 11-12:15 Synchronous Zoom sessions

Instructor: Dr. Wendi L. Adamek

Office Hours: By appointment, via Zoom

E-mail: wadamek@ucalgary.ca

Telephone: (403) 637-3983

INSTRUCTOR EMAIL POLICY:

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

COURSE DESCRIPTION:

The theme of this seminar is the relationship between religious practices and systems of exchange, credit, and economic rationalization. We look at selected studies that use historical documents to substantiate theoretical discussion of the development of complex economic systems in various cultures.

ONLINE FORMAT: SYNCHRONOUS ZOOM SESSIONS

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.

COURSE LEARNING OUTCOMES

- Be able to participate in seminar-style discussion, including debate
- Develop skills in critical reading
- Analyze rhetorical strategies (understand how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)
- Effectively present readings and your own research to classmates
- Carry out original research and develop your own writing style

LEARNING RESOURCES

Ebooks and print copies available through online UofC bookstore.

BE SURE TO DOWNLOAD AHEAD OF TIME; IF MANY PEOPLE ARE DOWNLOADING AT ONCE, YOU WILL NOT GET ACCESS.

Gethin, Rupert, trans. (2008). "Advice to Sigāla." In *Sayings of the Buddha: A Selection of Suttas from the Pali Nikāyas*. Oxford: Oxford University Press, pp. 129-138.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=430872>

Goodchild, Philip (2009). *The Theology of Money*. Durham: Duke University Press.
ISBN: 9780822392552
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=600080&site=ehost-live>

Hershock, Peter (2012). *Valuing Diversity: Buddhist Reflection on Realizing a More Equitable Global Future*. Albany: SUNY Press.
ASIN: B00AMKHHEO
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3408683>

Latour, Bruno (2018). *Down to Earth: Politics in the New Climatic Regime*. Wiley
ASIN: B07L8QV7PW
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5613317>

Mauss, Marcel [1925] (1990). *The Gift: The Form and Reason for Exchange in Archaic Societies*. Trans. W.D Halls. London: Routledge.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=71492&site=ehost-live>

Raworth, Kate (2017). *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*. Random House Business. 384 pages.
ASIN: B06X9C63SX
This ebook is not compatible with any of our library ebook platforms. Also, none of our library ebook vendors carry this title. Students may also purchase the kindle version from Amazon
<https://www.amazon.ca/Doughnut-Economics-Seven-21st-Century-Economist/dp/1847941370>

Schopen, Gregory (1997). "The Ritual Obligations and Donor Roles of Monks in the Pāli *Vinaya*." In *Bones, Stones, and Buddhist Monks*. Honolulu: University of Hawai'i Press, pp. 72-85.
Posted in D2L

Walsh, Michael J. (2007). "The Economics of Salvation: Toward a Theory of Exchange in Chinese Buddhism." *Journal of the American Academy of Religion*: 1-30.
Posted in D2L

Weber, Max. [1930] (1992). *The Protestant Ethic and the Spirit of Capitalism*. Trans. Talcott Parsons. London: Routledge.

ASIN: B00A3IZBF8

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=242182>

Weiner, Annette B. (1992). *Inalienable Possessions: The Paradox of Keeping-While-Giving*. Berkeley: University of California Press.

ASIN: B003AU4K26

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=837311&query=Inalienable%20Possessions:%20The%20Paradox%20of%20Keeping-While-Giving>

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

ASSESSMENT COMPONENTS

See **Description of Requirements, below, for details**

All written assignments should be sent to my email (wadamek@ucalgary.ca) and the email of your peer-editor (if applicable). (Not using D2L dropbox, it's cumbersome and slow.)

- PDF format, Times or Calibri fonts preferred. Include your name and date on first page.
- **PDF file title: Surname, Course number, Assignment. (Example: Smith 377 Proposal)**

Date	Assessment	Weight (%)	Notes
Ongoing	Presentation of one week's readings	20%	Synchronous Zoom
Nov. 16	Research paper draft	10%, P/F	PDF document due via email by 11pm. Will be marked Pass/Fail, must pass in order to continue with paper.
Final two weeks of class	Oral presentation of research paper topic	20%	Synchronous Zoom
*Dec. 17	Final 12-15 pg. research paper	45%	PDF document due via email by 11pm
Ongoing	Participation	5%	Attendance and participation noted

There will be no registrar-scheduled final exam.

*Papers will be accepted up until Dec. 17th. Please let the instructor know if you are intending to graduate this term.

Description of Requirements

Participation (5%)

Attendance will be taken through sign-in to synchronous Zoom sessions. Participation is mandatory. You must participate in at least half of the total classes (beginning from Week Three) to pass the course.

Qualitative assessment will be based on how well your discussion participation reflects thoughtful reading of the material. If you wish to turn in written discussion questions or comments at the beginning of class, I will include them in the discussion. Your cumulative participation mark will be based on both attendance and qualitative assessment.

Presentation of one week's readings (20%)

Each student will present one week's reading assignment: 10 min. oral presentation plus one-page pdf handout summarizing the main points in the reading and posing questions for discussion. **Send handout to instructor and all class-members at least one hour before class.**

Oral presentation of research paper topic (20%)

During the final two weeks of class, students will be organized into conference-style panels

to present their research paper drafts (10-15 mins.) Use slides for primary source quotations and as an aid for viewers, and respond to questions. **Send presentation outline and slides to instructor after class.**

Research Paper Draft (10%)

Due Nov. 16 by 11pm, send to me in PDF format. Other formats not accepted.

Pass required to continue with research paper.

You will get your PDF back with comments and suggestions.

Format of Draft:

- PDF document title should appear as: Surname, course number, Draft. (Example: Smith 440 Draft)
- Include your name, the paper title, and the date on the first page
- Outline of structure of entire paper, include thesis statement (one page)
- Section of the paper = 3-4 pages. Continuous prose, not annotated outlines or bullet-points. Proof-read 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 both primary and secondary sources.

Final Research Paper (45%)

Due Dec. 17 by 11pm, send to me in PDF format.

PDF file title should appear as: Surname, course number, Final.

12-15 pages (approx. 3000-3750 words)

Note Regarding Participation Assessment (5%)

Attendance will be taken through sign-in to synchronous Zoom sessions. Attendance is mandatory. Zoom video must be live so everyone can see each other -- i.e. do not sign-in and then leave. If you don't want others to see your room, use a photo background, either one of the Zoom formats or a photo of your choice. If you miss more than 50% of the total classes (beginning from Week Three), you will fail the course.

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.

GRADING

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

A numerical mark will be given for each course requirement except the Pass/Fail paper draft mark. 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 FOR WRITING

FINAL RESEARCH PAPER GUIDELINES

- **All papers must be based on a combination of primary sources and peer-reviewed secondary sources.**
- **The paper must utilize at least one primary-source text.** Primary sources are texts or works that you discuss and analyze. Secondary sources are the research of others whom you use as support for your arguments.
- Source material must include at least **800 pages from non-assigned materials** (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 specific texts, questions, topics of exploration, arguments, aims, etc.
- 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:

- Drafts 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: *upaya* (skillful means).
- Give dates (if that information is available) for each person or period you discuss.
Example: Wuzhu (714-774). Tang Dynasty (618-906)
- Word 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 use online materials, make sure they are academic sources with **peer-reviewed 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 paper 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 paper, 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, 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 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.

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

Include information on the use of internet, laptops and devices during course activities.

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 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. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

CLASS SCHEDULE (subject to change)

Note: * = 9 Topics available for student presentations, some doubling up may happen depending on class size

PART ONE: CLASSIC WORKS AND PRE-MODERN SYSTEMS

Week One

Sept. 10: Introduction to topics, Course Outline

- Introduction to Marcel Mauss

Week Two

Sept. 17: *The Gift*, the Classic

- Mauss, pp. ix-59.

Week Three

Sept. 24: *Inalienable Possessions*, Gender and Traditional Economies

Weiner, pp. ix-xii (Preface); 1-65; 98-155.

*Presentation (could be two, both read ix-xii, one person does 1-65 and another does 98-155):

Week Four

Oct. 1: Traditional Buddhist Economics

Gethin, trans., "Advice to Sigāla," pp. 129-138.

Schopen, "The Ritual Obligations and Donor Roles of Monks in the Pāli *Vinaya*," pp. 72-85.

Walsh, "The Economics of Salvation: Toward a Theory of Exchange in Chinese Buddhism," pp. 1-30.

*Presentation:

Week Five

Oct. 8: *The Protestant Ethic and the Spirit of Capitalism*

Weber,

pp. vii-xxiv (Introduction, Giddons);

pp. 3-50 (Part 1);

pp. 102-125 (Part 2).

Optional, recommended: pp. 53-101 (Branches of Protestantism)

*Presentation: Could be two people: both read Introduction and pp. 3-50 (Part 1), then one person presents on Part 2, pp. 53-101 (more pages but more internally organized) and the other on Part 2, pp. 102-125 (less pages but more controversial).

PART TWO: MODERNITY

Week Six

Oct. 15: *Theology of Money I*
Goodchild, pp. 1-121.

*Presentation:

Week Seven

Oct. 22: *Theology of Money II*
Goodchild, pp. 123-261.

*Presentation:

Week Eight

Oct. 29: *Down to Earth, Political Ecology and "Nature"*
**Latour, pp. 1-131.

*Presentation: Alert: -- Latour is famously opinionated. You are encouraged to agree, disagree, question, criticize. Just make your arguments evidence-based and well-reasoned.

Week Nine

Nov. 5: *Valuing Diversity, Reworking Buddhist Values for Modernity*
Hershock,
pp. 1-64 (Intro, Ch. 1-2);
pp. 97-176 (Ch. 4-6);
Recommended, read entire book (pp. 1-283).

*Presentation: Could be two people; both read pp. 1-64, one person presents on Ch. 4-6 (pp. 97-176) and the other presents on 3 other chapters that were not required.

PAPER DRAFT

Optional Class, TBD (Nov. 6?):

Finding a Paper Topic Consultation.

Bring your topic, thesis statement, and questions. General discussion, followed by Breakout group discussion.

Nov. 9-13: Reading Week

- Work on Paper Draft

Monday Nov. 16: PDF format Paper Draft, including outline and bibliography (see instructions above) due by 11pm, send by email.

PDF file must be labeled: Surname, course number, Draft.

PART THREE: FINAL CONSIDERATIONS

Week Ten

Nov. 19: *Doughnut Economics I*

Raworth, pp. 1-110 (Intro. & Ch. 1-3)

*Presentation:

Week Eleven

Nov. 26: *Doughnut Economics II*

Raworth, pp.111-242 (Ch. 4-7 & Conclusion)

*Presentation:

Week Twelve-Thirteen: Presentations, Attendance of all students required.

Dec. 3: Oral presentation of your research topics.

Dec. 10**?: Oral presentation of your research topics.

**Date TBD: Tues. or Wed. Dec. 8, 9, or regular class-time Thurs. Dec. 10? (Classes officially end. Dec. 9)

**Cannot meet during AAR panel: Dec. 7, 9-11am EST

Thursday Dec. 17: PDF formatted Final Research Paper, due by 11 pm by email.

PDF file must be labeled: Surname, course number, Final.

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