

GEOGRAPHY FINAL COURSE OUTLINE: FALL 2021

GEOGRAPHY 553 GFC HOURS (3-0) Globalization and the City

Section	Days	Time	Location
LEC 01	Mo	4:00PM – 6:45PM	Web-based

Instructor: Ray Yeung	Office: ES 912
Telephone: 403 210 6126	Email: cfyeung@ucalgary.ca
Email communication will be through your UCalgary email address.	Office hours: Mon 2:00PM -4:00PM on Zoom

The **Department of Geography** condemns the longstanding and continued injustices against those marginalized by racism, sexism, homophobia, transphobia, classism, xenophobia, able-bodied normativity, mental health profiling, and other forms of prejudice. We are pained by the fact that injustices are unevenly borne. <https://arts.ucalgary.ca/news/anti-racism-statement>

Territorial Acknowledgement

The Department of Geography would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region

III. <https://www.ucalgary.ca/indigenous/cultural-protocol>

Official Course Description

Introduction to the social, cultural, political and economic forces operating on a global scale that increasingly shape the dynamics of cities. Emphasis is placed on social and cultural hybridity, translocal interaction, geographies of social and economic polarization, and the scalar politics and regulation of globalization.

Course Objectives

This course provides students with the opportunity to explore in-depth how the diverse economic, political, environmental, social and cultural forces associated with globalization are influencing contemporary urbanization around the world. In this course, students will become acquainted with ideas and ongoing debates about the capitalist world system, global cities, world cities, urban restructuring and city-regions, policy mobilities, global civil society, cultural hybridity, transnational urbanism, and the ecological crisis. Topics will be grounded. In addition, there will be a great deal of emphasis placed on the challenges, limits and importance of comparative research. In this course students will focus on developing a collaboratively written research paper on how globalization is affecting cities around the world, starting with Calgary and examining several other cities. This class combines lectures, guest speakers grounding some concepts in real case-studies, in-depth in-class discussions, a group research paper, student presentations, and reflection papers.

Course Learning Outcomes

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes to which they contribute, and the expected level of achievement.

Course Learning Outcomes	PLO(s)*	Level(s)**
Understand and articulate advanced concepts in soil science	1, 5, 7	2,3
Describe elemental and biological processes that act on soil formation	2	1.2
Critically evaluate the literature on soil science as applied in Geography	4, 7, 8	2,3
Compose and participate in written and oral discussion of soil processes	5, 7, 8	2
Conduct basic analyses on soil components	3, 4	1, 2

*PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial

data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills.

**Levels: 1 = Introductory, 2 = Intermediate, and 3 = Advanced.

Prerequisites

3 units from Geography 341, 351, 365, 452, 454, 456, Anthropology 379, 387, Economics 365, Sociology 353.

Course Format

Date	Topic	Readings	Other work
Week 1 September 13	Introduction: themes of the course	<ul style="list-style-type: none"> • Globalization as uneven process • World Cities in World System • State restructuring and Regional Urbanization • The Socio-Spatial Polarization of Cities and Urban Regions • Urban Transnationalism and Cultural Hybridity • Cities and the ecological crisis • Contestation and Global Civil Society and Cities • Comparing and positioning cities 	
	Globalization as uneven process	<p>P. Hall (1966), The Metropolitan Explosion, In <u>Globalizing Cities Reader</u> (2018) 7-8.</p> <p>F. Braudel (1984), Divisions of Space and Time in Europe, In <u>Globalizing Cities Reader</u> (2018) 9-15.</p> <p>J. Friedmann & G. Wolff (1982), World City Formation: an Agenda for Research and Action, In <u>Globalizing Cities Reader</u> (2018) 16-24.</p> <p>S. Sassen (2002), Locating Cities on Global Circuits, In <u>Globalizing Cities Reader</u> (2018) 25-30.</p>	
Week 2 September 20	World Cities in World System	<p>Paul Knox (1996). World cities in a world-system in World cities in a world-system edited by Paul Knox and Peter Taylor, Cambridge, pp. 3-20.</p> <p>N. Rodriguez & J. Feagin (1986), Urban Specialization in the World System, In <u>Globalizing Cities Reader</u> (2018) 31-40.</p> <p>J. Abu-Lughod (1999), Global City Formation in New York, Chicago, and Los Angeles, In <u>Globalizing Cities Reader</u> (2018) 53-59.</p> <p>P. Taylor (1989) A World-Systems Approach to Political Geography, <u>Political Geography: World-Economy, Nation-State, and Locality</u>, 2-40.</p>	

<p>Week 3 September 27</p>	<p>World Cities in World System</p>	<p>P. Taylor (2004) Inter-City Relations, World City Network: A Global Urban Analysis, 7-16.</p> <p>J. Walton (1977), Accumulation and Comparative Urban Systems, In <u>Globalizing Cities Reader</u> (2018) 41-46.</p> <p>M. Timberlake (1985), The World-System Perspective and Urbanization, In <u>Globalizing Cities Reader</u> (2018) 47-52.</p> <p>Giovanni Arrighi (2005). Globalization in World-Systems Perspective. Eds. Appelbaum, Richard P., and William I. Robinson. Critical globalization studies, 33-45.</p>	
<p>Week 4 October 4</p>	<p>State restructuring and Regional Urbanization</p>	<p>Allen J. Scott (2001) Globalization and the Rise of City-regions, In <u>Globalizing Cities Reader</u> (2018) 222-227.</p> <p>Edward Soja (2011) Regional Urbanization and the End of Metropolis Era, The New Blackwell Companion to the City, Ed. Gary Bridge and Sophie Watson, 679-689.</p> <p>A. Markusen (1985) Spatial Manifestations of the Profit Cycle, Profit Cycles, Oligopoly, and Regional Development, 43-50.</p> <p>Neil Brenner (1998) Global cities, 'glocal' states: global city formation and state territorial restructuring in contemporary Europe, <u>Globalizing Cities Reader</u> (2018) 228-234.</p>	<p>Submission of Group Project Member Lists</p>
<p>Week 5 October 11</p>	<p>State restructuring and Regional Urbanization</p>	<p>Laurent Fourchard (2011) Between World History and State Formation: New Perspectives on Africa's Cities, <u>Globalizing Cities Reader</u> (2018) 257-263.</p> <p>Fulong Wu (2007) From 'state-owned' to 'City Inc.': the re-territorialization of the state in Shanghai, <u>Globalizing Cities Reader</u> (2018) 116-122.</p> <p>J. Peck and A. Tickell (1994) Searching for a New Institutional Fix: the After-Fordist Crisis and the Global-Local Disorder, in A. Amin (ed) Post-Fordism, 280-315.</p> <p>Magnusson, W. (1996) The Global City as World Order, <u>Globalizing Cities Reader</u> (2018), 219-221.</p>	
<p>Week 6 October 18</p>	<p>The Socio-Spatial Polarization of Cities and Urban Regions</p>	<p>Marcuse, Peter (1999/2002) Space in the globalizing city, <u>Globalizing Cities Reader</u> (2018) 67-74.</p> <p>Soja, E. (2000) The Stimulus of a Little Confusion: a Contemporary Comparison of Amsterdam and Los Angeles, <u>Globalizing Cities Reader</u> (2018) 98-105.</p>	

		<p>Zukin, S. (1992) <i>The City as a Landscape of Power: London and New York as Global Financial Capitals</i>, <u>Globalizing Cities Reader</u> (2018) 83-89.</p> <p>Hill, R.C. and J. Feagin (1989) <i>Detroit and Houston: Two Cities in Global Perspective</i>, <u>Globalizing Cities Reader</u> (2018) 90-97.</p> <p>Simone, A. (2001) <i>Between Ghetto and Globe: Remaking Urban Life in Africa</i>, <u>Globalizing Cities Reader</u> (2018) 313-318.</p> <p>Grant, R. and J. Nijman (2002) <i>Globalization and the Corporate Geography of Cities in the Less-Developed World</i>, <i>Annals of the Association of American Geographers</i>, 92 (2) 320-340.</p>	
<p>Week 7 October 25</p>	<p>Urban Transnationalism and Cultural Hybridity</p>	<p>Massey, D. (1991) <i>A Global Sense of Place, Marxism Today</i>, 24-29.</p> <p>Manuel Castells (2002), <i>Local and global: cities in network society</i>, <u>Globalizing Cities Reader</u> (2018) 148-152.</p> <p>Dabashi, H. (2017) <i>Istanbul was our Past, Istanbul is our Future</i>, <u>Globalizing Cities Reader</u> (2018) 81-82.</p> <p>Ross, Andrew (2014) <i>High Culture and Hard Labor</i>, <u>Globalizing Cities Reader</u> (2018) 339-340.</p> <p>Kraetke, S. (2018) <i>'Global Media Cities: Major Nodes of Globalising Culture and Media Industries</i>, <u>Globalizing Cities Reader</u> (2018) 348-353.</p> <p>Lehrer, U. (2018) <i>Willing the Global City: Berlin's Cultural Strategies of Interurban Competition after 1989</i>, <u>Globalizing Cities Reader</u> (2018) 355-361.</p> <p>Sklair, L. (2005) <i>The Transnational Capitalist Class and Contemporary Architecture in Globalizing Cities</i>, <u>Globalizing Cities Reader</u> (2018) 362-367.</p>	<p>Group Project Outlines due at the beginning of class</p>
<p>Week 8 November 1</p>	<p>Cities and the ecological crisis</p>	<p>Erica Schoenberger, <i>The Globalization of Environmental Management in Remaking the Global Economy: Economic and Geographical Perspectives</i>, Eds. Jamie Peck and Henry Wai-chung Yeung, Sage, 83-98.</p> <p>Luke, Timothy (2003) <i>Global Cities vs. 'global cities': rethinking contemporary urbanism as public ecology</i>, <u>Globalizing Cities Reader</u> (2018) 270-275.</p>	<p>Midterm Exam posted to D2L on November 1</p>

<p>Week 9 November 8</p>		<p>Break!</p>	<p>Midterm Exam due at 4:00PM on November 11</p>
<p>Week 10 November 15</p>	<p>Contestation and Global Civil Society and Cities</p>	<p>Sassen, S. (2004) Local Actors in Global Politics, <u>Globalizing Cities Reader</u> (2018) 285-289.</p> <p>Harvey, D. (2008) The Right to the City, <u>Globalizing Cities Reader</u> (2018) 290-294.</p> <p>Mayer, M. (2000) Urban Social Movements in an Era of Globalization, <u>Globalizing Cities Reader</u> (2018) 295-301.</p> <p>Caldeira, T. (2013) Sao Paulo: The City and Its Protest, <u>Globalizing Cities Reader</u> (2018) 302- 306.</p> <p>Parnell, Susan and Edgar Pieterse (2011) The ‘right to the city’: institutional imperatives of a developmental state, <u>Globalizing Cities Reader</u> (2018) 264-268.</p> <p>Pun, N. and K. Lee (2002) Locating Globalization: The Changing Role of the City-state in Post-handover Hong Kong, <u>The China Review</u>, 2 (1), 1-28.</p>	
<p>Week 11 November 22</p>	<p>Comparing and positioning cities</p>	<p>Peck, J. (2014) Cities Beyond Compare?, <u>Regional Studies</u>, 49 (1) 160-182.</p> <p>Henri Lefebvre (1968) The Urban Revolution, <u>Globalizing Cities Reader</u> (2018) 465-470.</p> <p>Taylor, P. et. al. (2010) External Urban Relational Processes: Introducing Central Flow Theory to Complement Central Place Theory, <u>Globalizing Cities Reader</u> (2018) 407-412.</p> <p>Bassens, D. and M. van Meeteren (2015) World Cities Under Conditions of Financialized Globalization: Towards an Augmented World City Hypothesis, <u>Globalizing Cities Reader</u> (2018) 419-425.</p> <p>Ananya Roy (2015) What is urban about critical urban theory? In <u>Globalizing Cities Reader</u> (2018) 441-447.</p> <p>Robinson, J. (2014) New Geographies of Theorizing the Urban: Putting Comparison to Work for Global Urban Studies, <u>Globalizing Cities Reader</u> (2018) 453-458.</p> <p>Michiel van Meeteren, Ben Derudder, and David Bassens (2016) Can the straw man speak? An engagement with postcolonial critiques of ‘global cities research, <u>Globalizing Cities Reader</u> (2018) 426-432.</p>	

		<p>Leitner, H. and E. Sheppard (2016) Provincializing Critical Urban Theory: Extending the Ecosystem of Possibilities, <i>International Journal of Urban and Regional Research</i>, 40 (1) 228-235.</p> <p>Madhok, A. (2021) Globalization, de-globalization, and re-globalization: Some historical context and the impact of the COVID pandemic, <i>Business Research Quarterly</i>, 24 (3) 199-203.</p>	
Week 12 November 29		Group Research Presentations (online)	A good draft of group Project due at the beginning of class
Week 13 December 6		Group Research Presentations (online)	
Week 14 December 13			<p>Group Project due at 4:00PM</p> <p>Final take-home exam available online on December 13 and due at 4:00PM on December 22</p>

Learning Resources

- There is **one required textbook** for this course:
The Globalizing Cities Reader (2018) 2nd Edition, Xuefei Ren and Roger Keil (eds), Routledge. Copies are available at the University's bookstore and library.
- **Additional readings will be posted on D2L.** If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/desire2learn/>
- **Please check the syllabus for course readings.** All students are expected to read all assigned readings.
- In addition, students are encouraged to use the resources below to further explore a variety of concepts introduced in the course (all are available online through the portal of the University of Calgary Library):
 - Gregory, D. (2009) The Dictionary of Human Geography (5th ed.). Oxford, UK: Blackwell Publishers.
 - Richardson, D, N. Castree, M. Goodchild, A. Kobayashi, W. Liu, and R. Marston (eds) (2017) The International Encyclopedia of Geography: People, the Earth, Environment and Technology, Wiley-Blackwell.
 - Ward, K., A. Jonas, B. Miller, and D. Wilson (eds) (2018) The Routledge Handbook on Spaces of Urban Politics, Routledge.
 - Latham, D. McCormack, K. McNamara, & D. McNeill (eds) (2009), Key Concepts in Urban Geography. London, UK: Sage UK.
 - Heilbroner, R. (1999) The Worldly Philosophers: The Lives, Times and Ideas of Great Economic Thinkers, Touchstone. (see especially the chapters on Adam Smith, Karl Marx, and John Maynard Keynes)
 - Stiglitz, J. (2017) Globalization and Its Discontents, WW Norton. (Nobel laureate and former World Bank chief economist provides an insider's account of the mis-governance of globalization)

Assessment Methods

Group paper

Value: 30% of final grade
Due Date: Will be due at 4:00PM on December 13
Type: All students are required to complete a group paper as part of this course. The paper will examine a topic related to globalization and the changing conditions of a prominent city.
Description: The readings in this course will introduce a number of issues related to how globalization shapes cities. Your group will be responsible for selecting a city or a global issue, conducting research on it, using related materials to write a research paper, and making a research presentation. In addition to be graded on the quality of your written work, you will be evaluated for how well your group functions as a unit, and for your individual involvement in the group. Additional information will be posted on D2L at the time that group work begins.

Group presentation

Value: 10% of final grade
Due Date: Week 12 and 13. Schedule of group presentations TBD
Type: A group presentation of the group paper, involving all members of the group.
Description: Additional information will be posted on D2L closer to the due date.

Note

Due dates may change by class consensus.

Two “Self and Peer Assessments” will be conducted as part of the group paper and presentation project. The first Self and Peer Assessment will be conducted partway through the group research project, simply as a way of checking on, and adjusting if necessary, group dynamics. The second Self and Peer Assessment will be conducted at the time the group papers are turned in and may result adjustments to group and individual grades if there are significant differences in the efforts and contributions of group members.

Midterm exam

Value: 30% of final grade
Date: Will be posted November 1 and due at 4:00PM on November 11.
Type: Take-home open book exam.
Description: The examination will assess your comprehension of the themes covered in the readings, lectures, and presentations in the first half of this course. All books, reading and notes are allowed. Conversing or discussing exams with classmates is forbidden.

Final exam

Value: 30% of final grade
Date: Will be posted December 13 and due at 4:00PM on December 22.
Type: Take-home open book exam.
Description: The examination will assess your comprehension of the themes covered in the readings, lectures, and presentations in the second half of this course. All books, reading and notes are allowed. Conversing or discussing exams with classmates is forbidden.

- It is essential to pass all components to pass the course as whole
- Late assignment policy: “Late assignments will be assessed a 20% penalty per day.”
- Only a “valid excuse” will be considered if you miss an assignment/exam.

Grading System

96 – 100	A+	77 – 80	B	59 – 61	C-
90 – 95	A	71 – 76	B-	55 – 58	D+
86 – 89	A-	65 – 70	C+	50 – 54	D
81 – 85	B+	62 – 64	C	0 – 49	F

Flexible Grade Option (CG Grade)

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

Additional Course Information

Expectations for writing in the course.

- Focus and Details: There is one specific, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.
- Voice: The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's knowledge of and/or experience with the topic is evident.
- Word Choice: The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and appropriate.
- Sentence Structure, Grammar, Mechanics, & Spelling: All sentences are well-constructed and have varied structure and length. The author makes very few errors in grammar, mechanics, and/or spelling.

Any student who misses or fails to complete a course component for legitimate reasons must discuss an alternative course of action with the instructor. Notification of such eventualities must be given to the instructor within 48 hours.

In the event that a student misses a midterm or any course work due to illness, supporting documentation, such as a medical note or a statutory declaration may be requested <https://www.ucalgary.ca/pubs/calendar/current/m-1.html> Please refer to <https://www.ucalgary.ca/registrar/registration/appeals/student-faq> for frequently asked questions concerning the provision of a medical note/statutory declaration.

Exams & Deferrals <https://www.ucalgary.ca/registrar/exams>

Supplementary Fees

"Not applicable"

Referencing Standard

In written work presented in this class, the accepted method for referencing the work of others will be the Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

Important Dates

The last day to drop this course and receive a tuition fee refund is **Thursday, September 16th, 2021**. The last day to withdraw from this course is **Thursday, December 9th, 2021**.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre:

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

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office and assignments cannot be dropped off at the Department Office.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: <https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

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 based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: freeman@ucalgary.ca).

Learning Technologies and Requirements

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 updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection

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 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 with 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 behavior 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.

Media Recording

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

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.

Accessibility

Students can get all course information on D2L.

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/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> 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 Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the **Student at Risk line** if they or others appear to need wellness assistance: sar@ucalgary.ca For more immediate response, please call: 403-210-9355 and select option #2.

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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: <https://www.ucalgary.ca/risk/emergency-management>

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.