

Course ID:	Course Title:	Fall 2021
ICS 303	Understanding and Overcoming Global Forms of Violence Against Women	Prerequisite: Yes
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday – Saturday (Nov 8-13) *no class Nov 11*	Instructor:	Dr. Jennifer Singh BA, MDiv, PhD	First day of classes:	Mon, Nov. 8, 2021
Time:	9:00 – 4:00pm	Email:	Jennifer.Singh@ambrose.edu	Last day to add/drop, or change to audit:	4 pm, Tues, Nov. 9, 2021
Room:	A2133	Phone:	(403) 410 2000 ext. 6922		
		Office:	L2079	Last day to withdraw from course:	3 pm, Wed, Nov. 10, 2021
				Last day to apply for coursework extension:	Fri, Dec. 17, 2021
Final Exam:	No Final Exam			Last day of classes:	Nov. 13 2021

Course Description

It is estimated that 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or sexual violence by a non-partner at some point in their lives.¹ The prevalence of these statistics suggests that violence against women will be an issue that affects and impacts every one of us at some point in our lives, whether as a member of society or in the vocational paths we pursue. As such, this course seeks to understand some of the theoretical frameworks that undergird and perpetuate violence in the Majority World and Western societies in its various forms including: Female Genital Mutilation (FGM), rape, female foeticide, honour-killings, early child-marriage, prostitution and human-trafficking, and Gender Based Violence (GBV). Particular attention will be given to the ways in which Christianity has been used as both a weapon and instrument of grace in responding to violence against women. Students will be challenged to critically think about how the Christian faith can inspire innovative, appropriate, and Kingdom-bringing responses that are able to dismantle one of the most heinous forms of structural injustice in the world today.

¹ See more at: <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures#sthash.d4ufCW4E.dpuf>

Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

1. **Understand** the various theoretical frameworks that undergird and perpetuate violence against women, and to have familiarity with some of the major scholars that inform this discourse.
2. **Analyze** various forms of violence that women suffer from around the world, and to critically reflect on some of the current strategies that are being used to combat this systemic form of oppression.
3. **Recognize** how Christianity, and particularly some Christian theologies, have been used as both a weapon and an instrument of grace in how violence against women has been/is responded to.
4. **Develop** attitudinal, intellectual, and spiritual dispositions that: 1) enable students to interact in appropriate ways with victims and survivors and; 2) equip students as agents of awareness that will catalyze various actors in civil society, including churches, to become engaged in preventing and responding to violence against women.

Required Textbook and Reading

Storkey, Elaine. Scars Across Humanity: Understanding and Overcoming Violence Against Women (2015).

National Inquiry Into Missing and Murdered Indigenous Women and Girls. Reclaiming Power and Place: Executive Summary of the Final Report, (2019)

https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf

Recommended Reading

Terry, Geraldine and Hoare, Joanna. Oxfam Great Britain: Gender Based Violence (2007)

**this book has been uploaded to the class Moodle page

Please bring a modern translation of the Bible to every class, such as NIV, NASB, NRSV, ESV, or NKJV (paraphrases such as the Living Bible or The Message can be brought as well).

Course Schedule

Class will start at 9am and end at 4pm with lunch, roughly, between 12 – 1pm. We will have two, 15-minute breaks throughout the day. The following is a forecast (i.e. rough guide) to the way in which the week will proceed.

Date	Topics Covered
Monday November 8	Getting a Sense of our Bearings: Some of the Theoretical Frameworks informing the discussion on Violence Against Women Female Feticide (Gender Selective Abortion) Domestic Violence in the Home
Tuesday November 9	Early Child Marriage Female Genital Mutilation (FGM) Guest Speaker: Lemlem Zeleke, Project Manager, World Vision Canada From the Cradle to the Grave: The Life-Cycle of Violence Women Face

Wednesday November 10	Rape War and Sexual Violence Guest Speaker: Bruce Piercey, Project Manager Asia Region, Samaritan's Purse Canada What is the role of men in combatting violence against women?
Thursday November 11	Remembrance Day NO CLASS
Friday November 12	Prostitution and Human Trafficking Honour Killing Guest Speakers via Zoom: International Christian Alliance on Prostitution (ICAP) Africa Region - panel discussion led by Serawit Teketel Friedmeyer, founder of Ellilta Women at Risk Ethiopia (EWAR) Lessons Learned from Two Decades of Ministry among Prostituted Women in Africa
Saturday November 13	Violence Against Indigenous Women Learning How to Lament Guest Speaker: Crystal Berland, Tsuut'ina First Nation, Alberta A Story of Survival and Resilience

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g. SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. **All assignments must be handed-in, even if they are late, in order to pass the class.**

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Class Participation (10% of final grade)

Class Attendance throughout the Week: Attendance and active participation in class are vital components of success in this course. If a student is unable to attend a class, this must be discussed **in person** (not by email) beforehand with the professor (if it is due to illness or unforeseen circumstances, the student is responsible to speak with the instructor once the illness/crisis has passed).

**Due to the heavy nature of the content covered in this intensive one-week of course instruction, if you feel that you are being triggered by the course material due to traumatic experiences in your past, I would ask you to please contact Ambrose Counseling Services as set-up an appointment as soon as possible:

<https://ambrose.edu/book-appointment>

2. Leading a Lament

DUE: Monday January 10, 2022 (35% of final grade)

Students will be required to create a service/time of lament with a group of at least 3 people addressing one of the major areas of violence against women that were covered in the class. This means that the group will have a minimum of 4 people: the student and the 3 people they have invited to participate. This assignment will be graded based on the report submitted, and the degree of thoughtfulness and creativity that was exhibited in the planning and execution of the service. Students will need to do some scholarly reading around the topic of lament (sources available on Moodle), plan, and execute a 30-minute period of lament that includes the following components:

Service/Time of Lament Requirements

- 1) A brief overview to their participants explaining what the practice of lament entails (so the student should have drawn from the scholarly resources available and provide a concise explanation to their participants)
- 2) A short overview of the particular type of violence you are lamenting, citing a few statistics (this information can be found in the main textbook, *Understanding and Overcoming Violence Against Women* by Elaine Storkey)
- 3) The story of one woman who has endured this type of violence (can be found in Storkey textbook, a newspaper or magazine article you have read, documentary or film you have watched etc. – please make sure you cite appropriately).
- 4) A short exposition of a Biblical story that features a woman, that is relevant to the type of violence you are lamenting. The exposition should include:
 - a brief rationale to your participants for why you chose this text which could include a few parallels you have identified between the form of violence you are featuring and the Biblical story you have chosen
- 5) The reading of one poem OR the selection of two songs (or hymns) to sing with your participants that reflect the despair and/or hopefulness found in the form of violence your group is lamenting
- 6) A written prayer of lament (250-300 words) to lead your group through at the conclusion of your service/time of lament

Report Requirements

Students will submit a 1700 – 2200 word report (this word count does not include Appendices) that documents the following:

- 1) **Introductory Paragraph Defining Lament (200-300 words):** Using at least three scholarly citations, students will give a brief overview of the practice of lament and its importance for people of Christian faith when confronting situations of suffering and evil
- 2) **Brief Overview of the Type of Violence Chosen (300-400 words):** the student will briefly explain three reasons *why* they chose the form of violence they did for this assignment; provide a brief overview/explanation of the type of violence that highlights a few key locations/regions of the world that it exists in; and provide at least three statistics about this form of violence cited from scholarly sources (all three citations can be from the Storkey textbook)
- 3) **Story of a Woman Impacted by this Form of Violence (200-300 words):** the student will give an overview of the story they chose to share with their group (please make sure you cite your source(s) appropriately)
- 4) **Biblical Exposition (400-500 words):** the student will clearly identify a Biblical story that features a woman and is relevant to the type of violence lamented, and then provide three reasons for why this text was chosen. These reasons could include: various parallels identified between the form of violence chosen for the lament and the Biblical story; potential echoes of hope identified in the passage or; how this passage speaks to God's character and ethical expectations of His followers
- 5) **Responses of Participants to the Service/Time of Lament (600-700 words):** the student will discuss how the participants responded to the service/time of lament which can be done in the following way: providing details for how the participants responded to the various components of the service; describing mood/atmosphere of the event; detailing a few direct quotations from the participants. The student can also engage in some analysis as to why they think their participants responded in certain ways (and alternatively, did *not* respond in ways the student expected).
- 6) **Appendices (no word count for Appendix A):** the student will provide an Appendix A that includes the words of the poem or songs (hymns) that were used in the service. Appendix B will be a copy of the written prayer of lament used in the service/time of lament (250-300 words), so this is not a new prayer of lament). Both Appendix A and B should be placed at the end of the written report.

3. Guest-Speaker Reflection and Analysis

DUE: Monday January 17, 2022 (20% of final grade)

Students will be asked to exercise good note-taking skills throughout the one-week course in order to complete this assignment. Students will submit a 1500 – 1800 word reflection and analysis paper that details the following:

- **Introductory Paragraph (200 - 250 words):** Students will identify which 3 guest-speakers were most impactful to them and why they are choosing to write this paper about those speakers. In this introductory paragraph, students will properly name (which includes correct spelling of) each of the guest-speakers they will speak about in the body of the paper.
- **Reflection on Speakers (250-300 words/speaker x 3 = 700-900 words for this portion of the paper):** Students will write one paragraph per speaker (200 words/speaker) that highlights/paraphrases **3 main points that the speaker brought-up in their talk** and how this either challenged, provoked, disturbed, or inspired the student (some of the things the speakers share may elicit a few of these emotions). Each paragraph should be about 250-300 words.
- **Engaging Men (300-350 words):** Students will choose one form of violence mentioned by one of the speaker's they are writing about and briefly discuss the following question: how could men be engaged in positive ways, with reference to the type of violence highlighted by one of the guest-speakers? (see folder on class Moodle site with resources for constructively engaging men in Gender-Based Violence issues for ideas). Students will need

to have two scholarly citations for this portion of the paper (both citations can be from one source, but student must have two citations).

- **Concluding Paragraphs (250-300 words):** Students will discuss if they discerned any dominant themes or areas of resonance between the three speakers they have identified and/or major areas of dissonance between what the speakers said. Students will then identify one specific, practical thing they have gained from these speakers and will seek to implement in their lives moving forward (e.g. spiritual practices, areas of volunteerism, future vocational thoughts, areas of study to be further pursued etc.).

4. National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) Research Paper

DUE: Monday January 24, 2022 (35% of Final Grade)

Students will write a 2400 - 3200 word research paper that discusses some of the key findings from the recently published *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls* (June 2019). This assignment will require that students *read, watch, and listen* to a variety of sources in order to complete the research paper. Students will have to read the Executive Summary of the report which is listed in the required readings for this course, and pay particular attention to the over 200 calls to justice listed at the end of the Executive Summary. Students will be required to read some of the transcripts from the testimonies given at the National Inquiry (links provided on page 8 of syllabus). Students will also need to watch three episodes from the APTN and CBC Gem documentary called *Taken: The Series* which tells the stories of various women who have were missing and murdered. You can access the series for free at: <https://gem.cbc.ca/media/taken/s01>

In order to complete this assignments students will have to be required to:

- a) Introduction Paragraph One: Give a brief introduction as to why the MMIWG was formed (refer to website: <http://www.mmiwg-ffada.ca/> for basic information and at least three reports published in the last 15 years on the situation of MMIWG - see class Moodle site for scholarly resources). This paragraph should also highlight one or two of the broad, key findings highlighted in the final report (see the first 8 pages of the Executive Summary for this: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf)
- b) Introduction Paragraph Two: highlight at least three distinct reasons why the term genocide has been used in this report. The Executive Summary will help explain the use of this term with reference to missing and murdered Indigenous women and girls.
- c) Argue a main thesis point as to why it is essential for settler Canadians to become aware of the process of the National Inquiry into MMIWG which has resulted in this report. For example, the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) is essential reading for settler Canadians: 'as a first-step in working toward reconciliation between Indigenous and settler communities in Canada;' or 'because this report helps identify some of the systemic issues that have created the overwhelming amount of violence and abuse that Indigenous women and girls are subjected to;' or 'because this report documents a process that has sought to listen to the voices of those that have been most impacted by the scale of violence, and to give a voice to the voiceless.'

Skimming through some of the scholarly articles on this topic that have been posted to the class Moodle site, and watching at least three episodes of the documentary *Taken: The Series* will give you a number of

good reasons as to why it is vitally important that settler Canadians become familiar with this report. You just need to pick one good reason and argue it convincingly by using a variety of secondary

- d) The thesis must be supported by three main points in the body of the essay
- e) For each main point, students must include the following to back-up the point they are trying to make:
- two direct quotations from Indigenous women or men who are featured in *Taken: The Series* which will require careful listening to the episodes chosen
 - two references to the actual Executive Summary of the Final Report (https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf) that help to substantiate the point you are making – you may want to refer to a few of the calls to action
 - one story of an Indigenous woman or girl who has went missing or was murdered, and mentioned in the podcasts listed as required listening below. The student may need to look at a newspaper article, *Taken: The Series*, or another source in order to gather enough information to tell the story of the woman or girl they are highlighting.
 - one quotation from a transcript of live testimony of family members at the National Inquiry into MMIWG that pertains to the point you are making in the paragraph (there are several transcripts listed as recommended reading below)
- f) The last two paragraphs of the body of the essay will briefly discuss the student’s response to listening to the voices of those who have shared in *Taken: The Series* and through reading some of the transcripts of the live testimony given at the National Inquiry into MMIWG. How have these voices impacted you personally?; what challenged you?; what (if anything) gave you hope?; (**students must watch at least three episodes of *Taken: The Series* in order to answer this question)
- g) A concluding paragraph draws all of the main points of the paper to a cohesive conclusion that is convincing and passionate to the reader i.e. settler Canadians will want to pick-up this report and start reading it

In summary, this research paper will require that you engage with a minimum of:

- A total 8 direct quotations from *Taken: The Series* listed as required watch below (2 in Introductory Paragraph Two, and then 2 quotations per main body paragraphs; so 2 quotations x 3 main body paragraphs = 6 quotations)
- 6 references to the Executive Summary of the Final Report; referring to some of the calls to action would be advisable
- 3 stories of women and/or girls mentioned in podcasts – you can google the name of the women and/or girls mentioned and newspaper articles will come up and/or watch other episodes of *Taken: The Series*
- 3 quotations from a transcript of live testimony at the National Inquiry into MMIWG (transcript links provided below)

Research Paper Word-Count Guidelines

The numbers below are just approximations to help as you write, and you can be approximately 10% above the word count (I will only take marks off if you are grossly over the word count), but your paper cannot be below the word count.

- a) Introduction Paragraph One (300-400 words)
 - b) Introduction Paragraph Two (200-300 words)
 - c) Thesis statement embedded in one paragraph outlining three main supporting points to back-up thesis statement (100-200 words)
 - d) Main Point #1 (400-500 words)
 - e) Main Point #2 (400-500 words)
 - f) Main Point #3 (400-500 words)
 - g) Final Two Paragraphs (400-500 words)
 - h) Concluding Paragraph (200-300 words)
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APTN and CBC Gem *Taken: The Series*, Required Watching

1. *Taken: The Series*, Season 1, Episode 1: Tina Fontaine <https://gem.cbc.ca/media/taken/s01e01>
 2. *Taken: The Series*, Season 1, Episode 2: Highway of Tears <https://gem.cbc.ca/media/taken/s01e02>
 3. *Taken: The Series*, Season 4, Episode 8: The Final Episode <https://gem.cbc.ca/media/taken/s04e08>
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Transcripts of Testimony Given at the National Inquiry into MMIWG

Nain and Goose Bay

1. Obed Family (29 pages – the parents of Katie Obed, give their testimony at the public hearing in Nain and Goose Bay):
https://www.mmiwg-ffada.ca/wp-content/uploads/2018/10/20180307_MMIWG_Happy_Valley_Public_Vol_50_Obed.pdf
2. Lampe Family (35 pages – the parents discuss the murder of their daughter at the public hearing in Nain and Goose Bay):
https://www.mmiwg-ffada.ca/wp-content/uploads/2018/10/20180308_MMIWG_Happy_Valley_Public_Vol_57_Lampe.pdf

BC & The Highway of Tears Podcast

3. Lorna Brown (relevant pages are 108 – 172 where Lorna Brown and other family members discuss the murder of niece Tamara Chipman.):
https://www.mmiwg-ffada.ca/wp-content/uploads/2018/10/20170926_MMIWG_Smithers_Public_Vol_4_combined_Pub_Ban.pdf

*In addition, students can also watch Season 2; Episode 7 of the *Taken: The Series* which tells the story of Tamara Chipman for more details*

<https://gem.cbc.ca/media/taken/s02e07>

4. Bernie Williams (pg 6-49 is the testimony of Bernie speaking about her work on the Downtown Eastside in Vancouver. This is her live testimony at the Inquiry and some of the things she went through)

Assessment Summary

Attendance and Participation	10%
Leading a Lament	35%
Guest-Speaker Reflection and Analysis	20%
MMIWG Research Paper	35%

Grade Summary

The available letters for course grades are as follows:

Grade	Percentage Equivalents	Interpretation	Grade Points
A+	95-100	Excellent	4.00
A	90-94		4.00
A-	86-89		3.70
B+	80-85	Good	3.30
B	76-79		3.00
B-	73-75		2.70
C+	70-72	Satisfactory	2.30
C	66-69		2.00
C-	63-65		1.70
D+	60-62	Poor	1.30
D	55-59	Minimal Pass	1.0
F	50-54	Failure	0.00
P	0-49	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

COVID-19

Ambrose University has institutional mandates and recommendations for our ongoing management of the COVID-19 pandemic, which can be found here: <https://ambrose.edu/covid>. As a member of this class, you are a member of a community of mutual care and responsibility, which means that we will work together to care for one another. You are required to follow all University-wide mandates related to COVID-19, and I also strongly encourage you to be vaccinated if you are able. If issues related to the pandemic interfere with your ability to participate in class, please inform me at the earliest possible time, and we will work together to develop a reasonable solution. Please be sure to attend to ongoing updates from the University, and if you require support at any point feel free to reach out to me, and be sure to get it touch with Student Academic Success.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline.

A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Please retain this syllabus for your records.