

Oil and Community: Struggles over Labour and Learning

Spring 2008 (6 credits: CSL 350/360 or EDPS 506/507 or individual arrangements)

Instructors:

Dr. Sara Dorow (Sociology)

sdorow@ualberta.ca

492-4301

6-11 Tory Bldg

Office Hours: email to set up a time

Dr. Alison Taylor (Educational Policy Studies)

ataylor@ualberta.ca

492-7608

7-142 Education N

Office Hours: email to set up a time

Zane Hamm (Adult Education)

zhamm@ualberta.ca

492-2420

11039 Saskatchewan Drive

Office Hours: email to set up a time

Course Time and Place:

Monday and Wednesday, 9 am – 12 pm

Place: Education South Building 1-22

Thursday, 6:00 – 8:30 pm

Place: ETLC 1-017 Engineering Teaching & Learning Centre

Introduction to the CSL Spring Immersion Program

This marks the second annual offering of the Community Service-Learning Program's spring immersion course, which integrates the following components and principles:

- an intensive service-learning component immersing students in a short but in-depth community project of direct relevance to the course topics and themes, and identified as useful by community partners
- direct link between the course topic and the instructors' research projects and interests
- interdisciplinary in course content; students drawn from a variety of disciplines and faculties
- a course topic of timely significance.

The main topic course in which undergraduate students register is CSL 350: Topics in Community Service-Learning: "Oil and Community: Struggles over Labour and Learning" (3 credits). Because this is an intensive community service-learning course in which students will spend substantial time preparing for and carrying out a project with and for a community organization, there is a co-requisite 3-credit course to cover the additional experiential field component. CSL 360 normally serves as the co-requisite; students may also work with their home departments to arrange registration in an equivalent individualized study or field study course.

Graduate students may arrange to register for 6 credits in EDPS 506/507, or may discuss other options (usually via directed studies) in their home departments.

Students are responsible for ensuring that they are registered in course numbers that are acceptable to both the CSL Program and to their home departments.

Introduction to Oil and Community: Labour and Learning

In downtown Fort McMurray, the town at the heart of the fastest developing and second largest known oil deposits in the world, there is an establishment called Boomtown Casino. The neon light of the marquee over the entrance to the casino flicks on and off night and day, announcing “Boomtown, Boomtown, Boomtown...” The sign is a reminder of the many overlapping issues and images conjured by the ‘oil boom’: oil as highly valuable but limited commodity in the global economy, the role of new technologies in the expanded extraction of oil, disputes over public and private claims to land and resources, relationships of local and immigrant labour, Aboriginal histories and rights, the gendered and raced experiences of diverse individuals and families, the politics of redistribution, and the intensification of environmental and health problems.

This course focuses on the characteristics of and challenges to labour and learning under this rapid and complex set of changes, and the network of complementary and conflicting social partnerships involved. Fort McMurray will serve as the key case study, and CSL projects are developed in partnership with community organizations in Fort McMurray. The characteristics of the Alberta oil culture and economy—from debates over royalty rates to conditions in work camps—present a unique opportunity to examine social, political, and economic issues in training and work.

The goals of this course are to understand key cultural and economic aspects of the oil boom, but then to develop analytical interdisciplinary tools and firsthand experiential knowledge of specific aspects of labour and learning. As outlined in more detail in the schedule below, we will explore ‘struggles over labour and learning’ in Alberta in a number of specific ways:

- a series of readings and in-class presentations introducing us to the social, economic, and political aspects of the current ‘oil boom’ in Alberta
- a speakers series of experts (Thursday evenings)
- introductions to theories and methods for interdisciplinary and experiential analysis of community, especially via pedagogies of community service-learning
- study of key concepts, and effects on specific populations, in the scholarship of labour and learning
- preparation and implementation of a service project with Fort McMurray community organizations, conducted in teams of students, who will meet weekly with a TA or Instructor
- one week in Fort McMurray to carry out service-learning projects and develop local understanding of labour and learning struggles
- the creation of class projects and presentations that reflect ongoing learning across course material and CSL activities

Students should note that this course is quite intensive (six credits over six weeks), and will probably require at least 25 hours of their time per week (in addition to the full week in Fort McMurray).

Given the intensive and experiential nature of this program, there may be some slight adjustments to readings and assignments over the course of the term.

UNIT I (May 5-8): Introduction to the Course: CSL, Social Partnerships, and the Political Economy of Oil

Goals:

- Introduce the course and the CSL projects
- Introduce the political economy of oil
- Explore CSL as pedagogy, including as an avenue to critically exploring ‘social partnerships’
- Introduce the frameworks for the course: social theories of labour and learning in the “new economy”, the forms of capital, and qualitative methods of inquiry
- Form teams for CSL projects
- Students sign up to present in class, and to host one of the speakers series nights

Reflection:

Which sub-themes of the course are you especially interested in, and why? How do you think CSL as a pedagogy might help you develop new and different understandings of these particular aspects of struggles over labour and learning in the oil boom? What are its limitations for doing so?

Monday, May 5 –Introduction to the Course; ‘Oil Boom 101’

- *The Globe and Mail* “Shifting Sands” <http://www.theglobeandmail.com/oilsands>
- *Spoils of the Boom* Parkland Institute www.ualberta.ca/PARKLAND/research/studies/index.html
- Flakstad, N. (2006). Blackearth boom. *Canadian Consulting Engineer*, 47(1), 28-37. [hard copy]
- Bourdieu, Pierre (1997) The Forms of Capital. In Phillip Brown et al., eds. *Education: Culture, Economy, and Society*. Pp. 46-58. [hard copy]

GUEST SPEAKER (10:45): Michael Lipsett, Professor of Mechanical Engineering

Wednesday, May 7 - CSL, knowledge production, and community-based qualitative research

- **Rocheleau, Jordy (2004) Theoretical Roots of Service-Learning: Progressive Education and the Development of Citizenship. In Bruce W. Speck and Sherry L. Hoppe, Eds. *Service-Learning: History, Theory, and Issues*. Pp. 3-21 [hard copy]
- Ang, Ien. Who Needs Cultural Research? <http://www.chcnetwork.org/angfv.html>.
- **Gough, Jamie (2002) Neoliberalism and Socialisation in the Contemporary City: Opposites, Complements and Instabilities. *Antipode* 34(3), 405-426. [on line]
- Harper, G. W., Lardon, C., Rappaport, J., Bangi, A. K., Contreras, R., & Pedraza, A. (2004). Community narratives: The use of narrative ethnography in participatory community research. In L. Jason, C. Keys, Y. Suarez-Balcazar, R. R. Taylor, M. Davis, J. Durlak & et al. (Eds.), *Participatory Community Research: Theories and Methods in Action* (pp. 199-217). Washington, DC: American Psychology Association. [pdf will be supplied]

Recommended

- Austin, Diane E. (2003) Collaborative Team Ethnography: A Community-University-Agency Partnership. *Human Organization* 62(2): 143-152.
- Watts, Michael 2006. Antinomies of Community. in G. Creed (ed.), *The Romance of Community*. School of American Research, Santa Fe.
- Fyfe, Nicolas R. and Christine Milligan (2003) Out of the Shadows: exploring contemporary geographies of voluntarism. *Progress in Human Geography* 27(4): 397-413 [on line]

Thursday, May 8

Social Partnerships and Organized Labour

Tom Fuller*Alberta Federation of Labour*

Donna Coombs-Montrose*Political Science, University of Alberta; Alberta Labour History Institute; Caribbean Women Network*

READING:

- Carroll, P., & Steane, P. (2000) Public-private partnerships. In S P Osborne (ed) *Public-private partnerships: Theory and practice in international perspective*, New York, Routledge [U of A library, electronic resource]

UNIT II (May 12-15): Work and Learning in the “Knowledge Economy”

Goals:

- Key concepts and debates in labour and learning in the knowledge economy
- Overview of the issues students will be researching/addressing in their CSL projects in Fort McMurray
- Background research on issues to be addressed in projects in Fort McMurray
- Continue with basics of community-based qualitative research
- Develop research questions: specific interview and observation questions for each CSL site

Reflection:

How are discussions in readings (about labour relations, labour market inequities and the vocational aspects of schooling) likely to be important for understanding work and learning in Fort McMurray, especially in a context that emphasizes public-private partnerships?

Monday, May 12 – *Work and labour relations in the knowledge economy*

- **Warskett, R. 2007. Remaking the Canadian labour movement: Transformed work and transformed labour strategies. In V. Shalla & W. Clement (eds), *Work in tumultuous times*. Kingston: McGill-Queen’s University Press (pp. 380-400).
- Livingstone, D. (1997). The limits of human capital theory: Expanding knowledge, informal learning and underemployment. *Policy Options*, 18, 6: 9-13.
- Watt-Malcolm, B. (under review). Skilled trade training programs for women: In vogue one more time. In P. Sawchu and A. Taylor (eds), *Challenging transitions in learning and work*. McGill-Queens.
- **Hiebert, Daniel (2004) “Winning, Losing, and Still Playing the Game: The Political Economy of Immigration in Canada.” *Tijdschrift voor Economische en Sociale Geografie*. November: 38-48. [on line]

GUEST SPEAKER (10:45): Bonnie Watt-Malcolm, Assistant Professor Secondary Education

Wednesday, May 14 – *Learning in the knowledge economy*

- **Livingstone, D. (1999). The education-jobs gap (Ch 3: Voices from the gap: Underemployment and lifelong learning). Toronto: Garamond.
- Lehmann, W. & Taylor, A. (2003). ‘Giving employers what they want? New vocationalism in Alberta’. *Journal of Education and Work*, 16(1): 45-67.

- **Rikowski, G (2001) 'Education for industry: a complex technicism' *Journal of Education and Work*, 14,1, pp.29-49.

Recommended:

- Jarvis, Phillip S. (2006) Career Management Paradigm Shift: Prosperity for Citizens, Windfalls for Government. *Alberta Counsellor* 29 (1) CBCA Education [on line at <http://www.contactpoint.ca/natcon-conat/2003/pdf/pdf-03-15.pdf>]
- Bron, Ingrid (2001) *Finding Their Place: Women's Employment Experiences in Trade, Technology, and Operations – a Case Study of Fort McMurray, Alberta*. PhD Dissertation, Queen's University [on line]
- Creese, G. 2007. Racializing work/reproducing white privilege. In V. Shalla & W. Clement (eds), *Work in tumultuous times*. Kingston: McGill-Queen's University Press (pp. 192-226).

Thursday, May 15

Migrant Labour

Yessy Byl*Alberta Civil Liberties Research Centre*
 Zdravka Brnada*Catholic Social Services*

READINGS:

- McCoy, Liza & Cristi Masuch (2007) Beyond 'Entry-level' Jobs: Immigrant Women and Non-regulated Professional Occupations. *International Migration & Integration* 8
- Report from Temporary Foreign Worker symposium (Work and Learning Network): available at: <http://www.wln.ualberta.ca/#report>

Recommended:

- Bourette, S. (2007, October). Welcome to Canada: Hope you weren't planning on staying. *Globe & Mail Report on Business*, 24(3) 66-67-78.
<http://www.reportonbusiness.com/servlet/story/RTGAM.20070925.rmguest0925/BNStory/special/ROBmagazine/home>

UNIT III (May 19-22): From Policy to Practice: School-to-Work Transition and Marginalized Youth

Goals:

- Understanding school-to-work transition for marginalized youth
- Re-visit Bourdieu's "forms of capital"
- Introduction to key issues for Aboriginal peoples affected by the oil industry in northern Alberta
- Grasp theory of 'intersectionality' as a framework for power relations of race, class, gender, and age
- Review of observational and interviewing skills

Reflection:

What are the potential costs and benefits of the 'market economy' for First Nations and Metis youth in the Fort McMurray area? What factors should we consider when looking at youth transitions in Aboriginal communities? What aspects of Bourdieu's "forms of capital" do you find useful or not when considering these questions? (NOTE: You may opt to discuss the same questions in regard to visible minority immigrants *or* people with learning disabilities.)

Monday, May 19 – HOLIDAY: Aboriginal youth, work, and learning – SEE Fort McMurray week

Wednesday, May 21 – Youth and Inequality

- Jeffrey, Craig and McDowell, L. (2004) Youth in a Comparative Perspective. *Youth & Society*, Vol. 36 Issue 2, p131-142.[on line]
- **Yosso, Tara J. (2005) Whose Culture Has Capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education* 8(1): 69-91. [on line]
- Taylor, A. & Steinhauer, E. (2008). Factors that affect the education and work transitions of Aboriginal youth. *Horizons*, 10(1): 45-48.
- **Caton, Sue and Carolyn Kagan (2006) Comparing transition expectations of young people with moderate learning disabilities with other vulnerable youth and with their non-disabled counterparts. *Disability & Society* 21(2). [on line]

Recommended

- Hope or Heartbreak: Aboriginal youth and Canada's future. *Horizons* 19(1). [on line at http://www.policyresearch.gc.ca/doclib/Horizons_Vol10Num1_final_e.pdf]
- Dinovitzer, R., Hagan, J. and Parker, P. (2003). Choice and circumstance: Social capital and planful competence in the attainments of immigrant youth. *Canadian Journal of Sociology*, 28(4): 463-488. [hard copy]
- Shields, Rob (2003) Intersections in Cultural Policy: Geographic, Socioeconomic and Other Markers of Identity. *Canadian Ethnic Studies/Etudes Ethniques au Canada* 35(3): 150-164.
- Church, Kathryn et al. (2007) *Doing Disability at the Bank*. Public Report. [on-line]
- Gerber et al. (2004) Beyond Transition: A Comparison of the Employment Experiences of American and Canadian Adults with LD. *Journal of Learning Disabilities* 37(4).
- Russell, Marta (2002) What Disability Civil Rights Cannot do: employment and political economy. *Disability & Society* 17(2).
- Phoenix, A. (2004). Neoliberalism and masculinity: Racialization and the contradictions of schooling for 11-14 year olds. *Youth and Society*, 36(2): 227-246.
- MacDonald, R. and Marsh, J. (2004). Missing school: Educational engagement, youth transitions, and social exclusion. *Youth and Society*, 36(2): 143-162.

Thursday, May 22

Aboriginal Youth and Work

Deborah Munroe..... *Executive Director, Trade Winds to Success*

READINGS:

- Sharpe, A. (2003). Apprenticeship in Canada: A training system under siege? In H. Schuetze and R. Sweet (eds), *Integrating school and workplace learning in Canada* (pp. 243-259). Montreal: McGill-Queens Press.
- Gabor, P., Thibodeau, S. & Manychief, S. (1996). Taking flight? The transition experiences of Native youth. In B. Galaway & J. Hudson (eds), *Youth in transition: Perspectives on research and policy* (pp. 79-89). Toronto: Thompson.

NOTE: CSL Portfolio is due **Wednesday, May 21** and will be returned to students **Monday, May 26** in Fort McMurray.

ANOTHER NOTE: We will **depart for Fort McMurray at 8 am sharp on the morning of Fri, May 23**.

UNIT IV (May 23 – 31): Fort McMurray ‘CSL Field Week’

Goals

- Introduction to the places, people, and institutions of Fort McMurray (including oilsands tour)
- Carry out CSL projects in teams
- Being constant participant observers and students of place
- Dinners each evening in different pairings among groups (to learn from each other)
- ‘Catch up’ on issues affecting Aboriginal youth in particular

Readings:

- Himley, Margaret (2004) “Facing (Up To) ‘The Stranger’ in Community Service Learning.” *College Composition and Communication* 55(3): 416-38
- **Altamirano-Jimenez, Isabel (December 2004) North American First Peoples: Slipping up into Market Citizenship? *Citizenship Studies* 8(4): 349-365.
- **Westman, Clint (2006) Assessing the Impacts of Oilsands Development on Indigenous Peoples in Alberta *Indigenous Affairs* 2-3 (special issue on oil and gas) [on line]

Recommended:

- Creed, G. W. (2006). Reconsidering community. In G. W. Creed (Ed.), *The seductions of community : Emancipations, oppressions, quandaries* (1st ed., pp. 3). Santa Fe; Oxford: School of American Research; James Currey.
- St. Dennis, V. and Hampton, Ed. (2002) Literature Review on Racism and its Effects on Aboriginal Education. Prepared for Minister’s National Working Group on Education, Indian and Northern Affairs Canada. [will be provided as a PDF]
- Caine, Ken J., M. J. Salomons, and D. Simmons. (2007) Partnerships for Social Change in the Canadian North: Revisiting the Insider-Outsider. *Development & Change* 38(3): 447-471. [on line]

Fort McMurray Week – Schedule May 23-31

<i>Friday May 23</i>	<i>Saturday/Sunday May 24-25</i>	<i>Monday May 26</i>	<i>Tuesday May 27</i>	<i>Wednesday May 28</i>	<i>Thursday May 29</i>	<i>Friday May 30</i>
8 am – depart 1 pm – arrive PM: meetings with community partners	TBA -some exploration ‘on your own’ -some planned meetings/events -Sun 10-12: class -opportunity to serve lunch at Salvation Army	TBA - begin projects -option to serve meal at soup kitchen, 11am-1pm -dinner rotation	TBA -meet with local youth -meet with Somali Association? -dinner rotation	8:30am - tour of Syncrude -option to serve lunch 11am-1pm	TBA -meet with mayor? -Center of Hope? -dinner rotation	TBA -wrap-up meetings & events with community partners -final group dinner

UNIT V (June 2-5): Bridging Theory and Practice: Ways of Knowing and Writing

Goals:

- Debrief from Fort McMurray
- Gather together CSL project information and move toward producing final ‘deliverable’
- Hone tools for theorizing social partnerships in the context of a ‘boom’ community (migration, youth, family/gender, work, learning)

Reflection:

What kind of impact did your role as a “stranger” have on your understanding “struggles over labour and learning” in your CSL site, and especially your critical study of social partnerships? Besides “the stranger,” what other concept or metaphor would be useful for describing what (and how) you learned as a CSL student researcher? What are the challenges/joys of *writing* your learning experience?

Monday, June 2 – Re-grouping around theory and practice

- Re-read Bourdieu – “Forms of Capital”
- A chapter or two (TBA) from Deans, Thomas (2000) *Writing Partnerships: Service-Learning in Composition* by Thomas Deans. Urbana, IL: NCTE.

Wednesday, June 4 – Re-visiting the idea of ‘social partnership’

- Seddon, T., Billett, S., and Clemans, A. (2004). Politics of social partnerships: A framework for theorizing. *Journal of Education Policy*, 19(2): 123-142.
- O’Brien, S. and O’Fathaigh, M. (2005). Bringing in Bourdieu’s theory of social capital: renewing learning partnership approaches to social inclusion. *Irish Educational Studies*, 24(1): 65-76.

Recommended:

- Griffiths, M. (2000). Collaboration and partnership in question: knowledge, politics and practice. *Journal of Education Policy*. 15(4): 383-395.
- Tett, L., Crowther, J. and O’Hara, P. (2003). Collaborative partnerships in community education. *Journal of Education Policy*, 18(1): 37-51.
- Billett, S., Ovens, C., Clemans, A. and Seddon, T. (2007). Collaborative working and contested practices: forming, developing, sustaining social partnerships in education. *Journal of Education Policy*, 22(6): 637-656.
- Saukko, Paula (2003) “Between Experience and Discourse.” In *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*. London: SAGE.

Thursday, June 5

Royalty Regime, Mapping the Tar Sands, and Sustainability

Ricardo Acuña*Parkland Institute, University of Alberta*

Petr Cizek*Oil Sands Truth, Faculty of Forestry, University of British Columbia*

READING:

- Royalty Review Panel Final Report <http://www.albertaroyaltyreview.ca/>

UNIT VI (June 9-11): Wrapping Up

Goals:

- Polishing individual projects
- Wrapping up CSL and group projects

Monday, June 9

Meetings about individual projects

Wednesday, June 11

Final presentations.

Supporting Readings

- Regional Municipality of Wood Buffalo. Municipal Census 2007. http://www.woodbuffalo.ab.ca/business/demographics/pdf/2007_census.pdf
- *Developing Alberta's Oil Sands* (Chastko 2004)
- www.oilsandsreview.com
- Alberta Federation of Labour “Beyond Chicken Little: Understand the Need for Measured Reforms to Alberta’s System for Skills Training” <http://www.afl.org/upload/chicken%20little.pdf>
- See a series of reports produced by the Parkland Institute: www.ualberta.ca/PARKLAND/

Course Assignments

%	Assignment
25%	Active Participation <ul style="list-style-type: none"> • Regular participation in class discussions (including discussion leader role) • Meaningful and consistent participation in CSL community projects • Speaker series attendance and facilitation • Small group work (meeting 1 hour/week outside of class time) – see Grad student role
20%	Weekly Reflection Papers (4 x 5% each)
30% (20% indiv) +10% group)	CSL Portfolio <ul style="list-style-type: none"> • Cumulative record of CSL project plans, activities, developments, ideas • Field journal of observations and experiences in Fort McMurray • Project “deliverable” (report/activity produced for community partners)
25%	Final Integrative Paper

Active Participation

Students are expected to participate fully in all aspects of the program: class discussions, CSL projects, group work including weekly presentations and contributions to e-portfolio discussion, slate of activities in Fort McMurray, and the Speakers’ Series. Students will also sign up to kick-off class discussion of one reading by posing formal responses to the reading and supplementing it by finding and presenting a relevant outside source (such as an academic, government, NGO, industry, or media report on the topic...you might consider finding a piece of relevance to your CSL project). Note that readings marked with two asterisks (**) are available for paired presentations. Evaluation will be a combination of instructor/TA observation and peer evaluation.

Graduate students will be assigned roles as facilitators in the CSL project, and will be graded on their roles as facilitators (especially across the projects, leading to the cumulative report). They will be provided with a basic introduction to project/group facilitation skills and approaches.

Weekly Reflection Papers

Each Friday, students will submit a short reflection paper that demonstrates thoughtful and informed response to a theme of that week’s topic(s) – see questions listed for each unit above. Papers are expected to include reference to one or more of the weekly readings, the Thursday evening speaker, and/or observations from in-class or CSL group activities. Weekly reflections are due the *Friday of weeks 1, 2, 3, and 5*, and should be submitted electronically to both instructors.

Undergraduate reflection papers should be 3-4 pages; graduate student papers should be 4-5 pages and will be graded for a deeper level of engagement with theory and sophistication of argument and style.

CSL Portfolio

The CSL Portfolio is a ‘field journal’ where you keep track of plans, activities, observations, ideas, and outcomes of the CSL project. The Portfolio culminates in the formal report your small group contributes to the cumulative report. While these are group projects, groups are expected to divide the tasks evenly amongst group members; your Portfolio should focus on your individual participation, but within the context of what the group as a whole is doing. Write and manage the portfolio as if you are communicating to other members of a research team who need to be informed of your part of the project, both formally and informally. Include a log that briefly records activities by date. The course TA will support this process of group work to help ensure that work is evenly divided and that everyone’s contributions are taken into consideration. Portfolios will be graded on thoroughness (which does not necessarily mean volume!), coherence, organization, group reflexivity, and attentiveness to understanding the community and community partner (discussed further in class). It is due *the end of the third week and again at the end of the term*, along with the Final Integrative Paper.

Final integrative paper

The final paper is a 10-15 page paper that integrates a range of course material with a main theme or related set of themes from the CSL projects. The aim of the paper is to illuminate a particular characteristic or problematic of labour and learning in the oil boom context. Students are expected to link the theories and arguments from course material (mainly readings, but also presentations/lectures) with a salient aspect of their CSL project (i.e., link theory and practice). You are encouraged to draw on ideas that emerge in your reflection papers. Papers should focus on readings and themes in the course; students are encouraged to do a selective search for relevant outside literature (3-5 sources) that helps to bolster or focus the paper. Graduate students are expected to submit papers of 14-15 pages in length and to reference 4-5 outside sources. The paper is due *by noon on Friday, June 13*.

Grades

Grades will be calculated in percentage form throughout the term and will be converted into letter form only for your final course grade. No particular distribution (e.g. bell curve) is used to determine grades. You will receive a failing grade if you receive less than 50% on all required course work.

A+	90-100
A	85-89
A-	80-84
B+	76-79
B	72-75
B-	69-71
C+	65-68
C	61-64
C-	58-60
D+	54-57
D	50-53
F	0-49

Academic Integrity and Course Outline Policy

The University of Alberta 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. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Policy about course outlines can be found in Section 23.4(2) of the University Calendar.