

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
AFST 501 COURSE OUTLINE: WINTER 2021
AFRICAN STUDIES (AFST) 201, S01: AFRICAN STUDIES SEMINAR
ONLINE MEETING SCHEDULE LECTURES: TUESDAYS, 2:00am - 4:45am (Calgary time)
FORMAT: SYNCHRONOUS WEB BASED

Instructor: Dr. Apentiik
Office Location: ES 844
Phone Number: 403-220-4857/403-473-4473
E-Mail: rapentii@ucalgary.ca
Office Hours: Tuesday 1pm -2:00pm or by appointment (Calgary time)
Web Page: <http://ucalgary.ca/rapentii/>

COURSE DESCRIPTION

This course is an inter/multi-disciplinary analysis, in seminar format, of trends and issues that deal with the historical, economic, political, cultural and ecological aspects and processes on the continent. It addresses themes that link Africa's 'past' trajectories with its 'present' and 'future' political, social, and environmental realities. Specifically, it links the legacies of the trans-Atlantic slave trade, colonialism, and the period of African independence to issues and challenges that are prominent in contemporary Africa. Among the issues we will focus on are the current processes of democratization and the role of civil society; human security, ethnic identities and conflicts; the constitution of gender roles; health issues and public policy; indigenous knowledge and institutions; resource exploitation and development; and other socio-economic and political reforms within the context of globalization, and Africa's position in it. Offers the opportunity for students to conduct an in-depth study of a particular topic or area in African Studies.

OBJECTIVES OF THE COURSE

The objectives of the course are:

- To provide students with a forum to engage in an interdisciplinary analysis of various topics dealing with contemporary Africa and its position within the global world.
- To equip students with the tools for designing and carrying out independent scholarly research that establishes their own perspective on particular issues/topics.
- To offer students the opportunity to study Africa, its people, and its societies from a perspective that provides a holistic understanding of the continent.

LEARNING OUTCOMES

By the end of the course, students should be able to:

- demonstrate the ability to use the tools, knowledge and critical awareness gained from the course to analyse Africa's past and present complex diverse cultural, social, political, economic, and environmental spaces from inter/multi-disciplinary perspectives.
- demonstrate research skills to present, conduct, and write-up their own independent research.
- analyse the historical processes that have shaped contemporary Africa and the active role that Africans have played in these processes, as well as the continent's role in global systems and contributions to knowledge and creativity.

PEDAGOGY:

The pedagogy of the course involves a weekly seminar devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful multimedia tool, and we should employ it to our advantage – but there remains no substitute for the required reading. The course instructor will make every effort to add on a weekly or bi-weekly questions and answers session, preferably as part of the D2L discussions.

As a seminar, this course is driven by student participation. Students are required to complete the readings before seminar sessions and to use them to inform a discussion about the prescribed topic. The role of the instructor is to facilitate and direct the discussion when necessary (it is not to lecture). Each seminar session will be designed so that its theme is analysed from a range of disciplinary perspectives, including anthropology, development studies, economics, environmental studies, history, political science, and others. Students will then use the interdisciplinary techniques used in seminar sessions to design, present, and conduct their own research project.

TEXTBOOKS/READINGS

- Links to the reading material for the course will be made available on d2l.
- Beti, M. (2005). *The Poor Christ of Bomba. 1956. Illinois: Long Grove.* (text for book review assignment).

LEARNING TECHNOLOGIES AND REQUIREMENTS

In order to successfully engage in your learning experiences at the University of Calgary, students taking web-based (online and remote) 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

Other important sources of information (news media)

- The New Humanitarian- <https://www.thenewhumanitarian.org/>;
- The Guardian has a section call “World news guide: Africa”
[https://www.theguardian.com/world/2002/feb/05/world-news-guide-africa](https://www.theguardian.com/world/2002/feb/05/world-news-guide-africa;);
- Africanew- <https://www.africanews.com/>;
- AllAfrica: <https://allafrica.com/>
- The African report: <https://www.theafricareport.com/>
- A lot of individual country news also available through google searches.
- BBC Africa also regularly carries on key African issues.

SCHEDULE OF LECTURES AND READINGS

- To be made available on D2L.

ASSIGNMENTS AND EVALUATION

	<u>%</u>	<u>Due date</u>
Participation/Attendance & submission of presentation	20%	(on-going)
Mid-Term Exam	25%	(March 23, online via d2l)
Book Review	25%	(Feb. 23, via dropbox on d2l)
Final Research Paper	30%	(April 6, via dropbox on d2l)

Note:

- All components of the course must be completed in order to pass, and extensions will only be granted under extraordinary circumstances, not including having too much other work to do.
- All assignments must be completed in order to pass the course.
- All written assignments will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.

REQUIREMENT 1: PARTICIPATION & ATTENDANCE (20% - ongoing)

For each week, two to three students will lead and facilitate class discussion of the main issues and controversies arising from that week's readings. Marks will be assigned for how well opposing interpretations are expounded and supported with actual evidence, how well they transcend simplistic stereotypes or polemics, how well students identify key issues, and how well they engage the rest of the class in thinking about possible ways forward. Each student will submit a synopsis/summary of the article or reading she/he presents at the end of the class that day. This summary is half of your participation grade. You are therefore encouraged to reflect upon the topic of the week as well as to familiarize yourself with current news and opinions relevant to the course. Each student will submit a synopsis/summary of the article or reading she/he presents, after

It is essential that all students complete the reading assignments, as the ability to contribute to seminars will be enhanced by a competent understanding of the assigned readings. If you come to class regularly you will be able to participate; therefore, your participation mark hinges (in part) on your attendance. Participation grades are calculated by factoring in the amount and quality of contributions. Attendance will be taken during seminar.

A schedule will be available at the beginning of the term indicating which students are leading seminars for each particular week.

Note:

- Attendance of each seminar session is mandatory. Absences must be approved in advance or justified with relevant documentation. Students will be assessed on the quality of their contributions to class discussions and on their presentations of assigned readings.
- Students should share interesting articles, perspectives, and sources to provoke discussion and debate. This will serve as the basis from which to interact with fellow students about contemporary issues in Africa. A list of potential news sources for articles will be posted on d2l (Students should not feel limited by this list however)

Guidelines for the weekly article presentations

The main objective of this component of the course is to give students thoroughly understanding of advanced texts about information infrastructures. As a student you will get this by analyzing, discussing and preparing presentations of the articles. This will force you to understand the both the articles you are presenting and the ones you are making questions about, which will make you prepared for writing your final paper but also the final exam. Each article will be given approximately 20 minutes for presentation and questions.

Presenting article guidelines

Try to answer the following elements in your presentation:

- Give a brief summary of what the article is about
 - o What is/are the key questions the author(s) are trying to address?
 - o What is/are the answers to the questions stated or what is the key message of the paper that the author(s) try to send the readers?
- Highlight and try to explain the theories
- Try to link theories to real world examples
- What is your opinion of the article?
- What are the strengths and the limitations of the paper that you would like to bring forward?

Requirement: At the end of the class/presentation, you are required to submit a maximum of one page summary of the article to me via dropbox. This summary the presenting guidelines above (**Presenting article guidelines**)

REQUIREMENT 2: MID-TERM EXAM (25%). Due: March 23, online via d2l)

Format:

The exam is in long-answer questions format designed to test your grasp of the material covered in lectures, videos and in seminar discussions up to the date of the exam. This means that you will be expected to have read all the required readings on all topics covered in seminars up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the readings and seminar discussions. No alternate dates for the exam will be provided unless the student has been legitimately excused. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam

Timing of Exam:

You will have up to 50 minutes to complete exam (+50% extra time as required in case of technical difficulties). The test will be accessible to you a day before the actual date of the exam. You can take the test anytime during that 24-hour period, but once you start your test it will stay open for you only for 50 (+30) minutes, thus, a total time of 75 minutes. **Do not logout until you finish as you have one attempt only.** Only one question will appear at a time and *you cannot scroll forward or backward through exam*, you must answer each question when it appears and move on to the next one. Keep track of the time, as the exam will close after the 90 minutes, whether you have answered all the questions or not, just as it would if you were writing it in class in person. You cannot consult your notes, the textbook or other students remotely or in person while completing the tests. Likewise, the taking of screen shots, photos, or otherwise saving copies

of the questions also constitutes academic dishonesty. To do otherwise will constitute academic dishonesty. We will do review of the course materials before the exam to familiarize you with the kind of questions to expect.

Note: No alternate dates for the exam will be provided unless a student has been legitimately excused. For all exams that have been missed for legitimate reasons, the make-up exam may consist will be rescheduled within two weeks on a date chosen by the instructor.

Academic honesty

For both midterm and final exams, you cannot consult your notes, the textbook or other students remotely or in person while completing the tests/exams. Likewise, the taking of screen shots and photos or otherwise saving copies of the questions also constitutes academic dishonesty. To disregard these instructions will constitute academic dishonesty, and which comes with serious consequences.

REQUIREMENT 3 (BOOK REVIEW 30%): Due Feb. 23, 2021 by 4:30pm, Calgary time; to be submitted via Dropbox on D2L

The book review entails writing a critical analysis of “Poor Christ of Bomba”.

Format of Critical Review assignment.

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission.*
- not be more than **3 pages (doubled-spaced in 12 point font in ‘Times New Roman’)** excluding final list of references -bibliography and appendixes are not included in the length restrictions. **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g., A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- have page margins of 1 inch (2.5 cm) wide
- include a minimum of 3-4 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (see examples below).

Book referencing example:

Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

Journal article referencing examples:

Cleaver, F. (1999). Paradoxes of Participation: Questioning Participatory Approaches to Development. *Journal of International Development*, 11(4), 597-612.

Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.

Chapter in a book example:

Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.

Online newspaper article example:

Brody, J. E. (2007, December 11). Mental Reserves Keep Brain Agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

It is the student's responsibility to keep a copy of each assignment submitted. Students should be prepared to provide a second copy of their assignment if requested. Students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

Evaluation of your Critical Review Assignment

Your review will be based on *Well-informed review or discussion*. This means that you have make sure that your arguments are coherent and that there is clear and logical progression of ideas and thoughts throughout the paper. Pay particular attention to the following:

- Clarity of expression and correct use of grammar (quality of grammar).
- A critical analysis, as opposed to descriptive analysis.
- Understanding and applying information gained of lectures, required readings, and other relevant literature.
- Well formatted in-text citations and final list of references. Note that all direct quotes and statistics must include page numbers. Substantial marks will be taken off for improper in-text-citation and bibliographical formatting. For guidance on proper bibliographic format, visit the University of Calgary library website on the topic. Please contact me when you are unsure what is the proper citation to use.
- It is the student's responsibility to keep a copy of each assignment submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

Guidelines for the Book review assignment

- A critical analysis requires an evaluation of the arguments made by the author, and this means you have to read carefully to find out what the author's argument(s) is/are. You may find the argument(s) stated in the book's introduction. The next step is to consider what the author provides in subsequent chapters.
- A well-written book will remind readers of the main arguments as it proceeds. The concluding chapter of the book will summarize the author's own appraisal of the argument(s) and evidence. This does not mean that you can read the introduction and conclusion and write a good review; you need to demonstrate that you know what each chapter contains, and how it contributes to the main argument(s).
- In addition, a critical assessment requires that you assess the argument(s) and comment on whether you think the book meets the author's stated objective(s). This assessment is not a simple option, but a thoughtful evaluation of how well the author has succeeded in convincing you, the reader, of the value of the argument and the evidence used to support it. Your own conclusions should also say something about what you have learned about the subject, having read the book, and what else you might want to know that was not addressed in the book.
- As you read, it is useful to carry on a "dialogue" with the author, asking yourself if you agree with what is being said, or whether something is missing. You will need to say something about the author's relationship with the subject, and about his/her methods. In some cases, you will have to be a detective to find out what you want to know.
- Correct spelling is important. Use a dictionary and a computer spelling and grammar checker. Create a draft of your review and then look at it again a day or so later. When you do a second draft, make sure that the ideas follow coherently from one another. Move text around if you

need to. Weed out repetitive words and phrases. Vary the length of sentences. Read the review aloud, to see how it flows. The final product will reflect the care you have put into its creation.

- If you wish, you may use the first person. Use the active voice as much as possible.
- Use a correct bibliographical format.

REQUIREMENT 4: FINAL PAPER (30%). Due April 6, 2021 by 4:30pm, Calgary time; to be submitted via Dropbox on D2L

The final paper/essay is intended to provide you an opportunity to explore a topic in depth. An essay should be a creative exploration and reflection on an issue, which presents a “thesis” or an “argument” regarding the issue being explored, drawing on a body of information/literature and factual material. In this regard you can make use of course materials as well as draw on library and other media sources beyond course readings. Issues or themes to be explored could include misunderstandings of Africa, discovery of an aspect of African life previously given little attention, a controversy, an issue in current public debate, or a predicament a country or society faces. Essays should show awareness of the larger setting of the society, country, or region being examined.

Some illustrative topics include: debates over female circumcision, role of the extended family in urban Africa, the implications of the ‘democratization’ process in particular countries, sources of civil conflict in particular regions, contrasting forms of the family, how arts and culture (e.g) music function in several societies, sources of poverty, the effects of micro-credit projects on women’s empowerment, changing forms of religion, strategies of community conservation of wildlife, the effects of the spread of Islam or Christianity, the secession of Eritrea, the geographical split in Mali, the ‘failure’ of the Somali state, youth experience and globalization, class conflict among South African miners, liberation struggles, and many more. This list of topics is intended to give you some hints about the possible “sorts” of topics you might choose. You are by no means limited to these topics, you have the option to explore topics of interest to future career and academic pursuits.

Please consult with me if you are in doubt regarding the choice of your final paper topic.

Format and guidelines for writing the final paper

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission.*
- between **10 to 12 pages, doubled-spaced in 12 point font, and in ‘Times New Roman’**, excluding final list of references -bibliography and appendixes are not included in the length restrictions. **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g., A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- have page margins of 1 inch (2.5 cm) wide, and with all pages numbered
- include a minimum of 5 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (see examples below).

Structure of paper:

- Clear statement of the problem(s) you want to investigate or explore, including:
 - The theoretical lens you use to construct your research question(s) or argument(s).
 - Brief justification of your choice of topic in relation to the existing literature
- Use of sources:

- Judicious and balanced use of sources.
- Credible/authoritative and current sources.
- Well-formatted bibliography including ample in-text references.
- Research papers must be properly documented. Please consult me if you have any questions regarding how to document sources.
- Level of Analysis:
 - Critical, as opposed to descriptive, analysis.
 - Clarity and coherence of arguments (note: marks will, in part, be based on the coherence of arguments and clarity of expression).
- A strong conclusion.
- Additional information such as tables, maps, figure, lists of interview questions, etc. can be included.

All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.

REGISTRAR-SCHEDULED FINAL EXAMINATION: No

POLICY FOR LATE ASSIGNMENTS & MISSED EXAMS.

Assignments submitted after the deadline may be penalized with loss of a grade (e.g., A- to B+) or loss of 10% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. **A request for extension form** is posted on D2L. This form should be filled out and submitted to me two weeks before the due date for the submission of the assignment.

GRADING SYSTEM

The following grading system is used in the Faculty of Arts. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale.

Letter Grade	% Range	Letter Grade	% Range
A+	95 – 100	C+	67 – 70.9
A	90 – 94.9	C	63 – 66.9
A -	85 – 89.9	C-	59 – 62.9
B+	80 – 84.9	D+	55 – 58.9
B	75 – 79.9	D	50 – 54.9
B-	71 – 74.9	F	Less than 50

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet virtually as a learning community at specific times, in our case **every Tuesday from 2:00pm to 4:45 pm (Calgary time)**, for a ‘live’ video conference where we can discuss the course topics in real time.

Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. Zoom links and passwords are only intended for

students registered in the course. To help ensure Zoom sessions are private, please do not share Zoom links or passwords with others, nor post them on social media platforms.

The use of video conferencing programs relies on the 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 to 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., the 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. 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.

POSTING OF GRADES AND PICKING-UP OF ASSIGNMENTS

Graded assignments will be made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office hours as well as by appointment.

SUPPLEMENTAL INFORMATION

Course Policies and Procedures: Principles of Conduct

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.

Student Misconduct, Plagiarism and Cheating

The University of Calgary is committed to the highest standards of academic integrity and intellectual honesty and expects faculty and students to conduct academic activities within these principles. The University of Calgary recognizes the importance of pursuing and transmitting knowledge ethically. "Academic Misconduct" includes but not limited to the following: cheating,

falsification; plagiarism and unauthorized assistance or any failure to comply with exam regulations or an instructor's expectations regarding conduct required of students completing academic assessments. Other common forms of what constitutes academic dishonesty 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 or using any source whatsoever without clearly and properly documenting or referencing it. Academic misconduct is a serious form of intellectual dishonesty with significant consequences, and Students who participate in, or encourage the commission of it, will be subjected to disciplinary action which include probation, suspension, or expulsion from the University. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

For more information, please refer to the student academic misconduct policy: (<https://ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>)

Note: With regards to **plagiarism**, you must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end, and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources. For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre:

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

Information on Instructors' Intellectual Property

Lectures, demonstrations, performances, and any other course material provided by the instructor includes copyright protected works under the Copyright Act. All forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g., distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

Information on the Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The content of this course, including lectures, notes posted, and examinations are the intellectual property of the Professor, and protected both by University regulations and copyright law”.

Copyright Legislation:

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://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 unauthorized 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.

Academic Accommodations

It is the student’s responsibility to request academic accommodations according to the University policies (<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>). Students requesting an Accommodation on the basis of Disability or medical condition are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities:

(<https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>).

SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

Internet and electronic communication device information

The use of cell phones and other electronic is not allowed during lectures. The instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

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.

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/

Campus Safe Walk

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.

Support and Resources

For support information. A link to required information that is not course-specific related information can be found on the Office of the Registrar's website:

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Additional Information: Use of Email

Due to a high volume of e-mail messages received on a daily basis, students are advised to meet me via zoom either during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. I will normally reply emails within 72 hours, during regular business hours. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers. All course related communication with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities

Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.

Acknowledgement:

The University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to acknowledge the traditional territories of the Blackfoot and Treaty 7 peoples of Southern Alberta, including the Siksika, Piikuni, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bearspaw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III