

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
FALL 2021 COURSE OUTLINE: GLOBAL DEVELOPMENT STUDIES (DEST 201 - L 01)
INTRODUCTION TO GLOBAL DEVELOPMENT STUDIES
LECTURES: TUESDAYS & THURSDAYS, 9:30am - 10:45am (Calgary time)
DELIVERY FORMAT: SYNCHRONOUS WEB BASED/ONLINE (ZOOM)

Instructor: Dr. Apentiik
Office Location: ES 844
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Office Hours: Tuesday 1pm -2:00pm or by appointment (Calgary time)

Teaching Assistant: TBA
Office Location: TBA
E-Mail: TBA
Office Hours: TBA

Prerequisite(s): none

COURSE OUTLINE:

COURSE DESCRIPTION

This course is designed to provide students with a strong foundation and understanding of the major theoretical concepts, and methodological debates and approaches that have informed global development thinking, policy, and practice over the past 70 years. The emphasis will be to examine the historical context in which different theoretical approaches to development have emerged and their current practical implications for both “developed” and “developing” countries.

Drawing on national and international case studies, the course will examine the meanings of the term “development” and the historical processes behind the emergence of major global complex development issues, such as poverty, inequality, injustice, and unsustainable use of resource etc. Students will have the unique opportunity to critically reflect and analyze how certain parts of the world came to be classified as “underdeveloped” and are in need of “development” solutions. Students are strongly urged to use this opportunity to “think outside the box” and open their minds to the possibility that no single theoretical position has all the answers to today’s development challenges; and thus, there is the need to consider new ways of conceptualizing and addressing developmental problems around the world.

The objective of this course is to provide students with the tools and theoretical foundation for understanding, critically analyzing, and assessing the various debates relating to development, in both international and local contexts from an interdisciplinary perspective. The course is also aimed at providing a strong foundation for subsequent courses in Global Development Studies.

LEARNING OUTCOMES

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

- explain and discuss the basic concepts and theories of development including its changing definitions over the course of the twentieth century to the present.
- critically evaluate the strengths and weaknesses of the main concepts and theories that have informed past and current development practices, at both international and local contexts from an interdisciplinary perspective.
- explain and discuss how individual identities, global processes, and experiences shape societal problems (e.g., poverty; injustice; debt, refugee, immigration, and environmental crises etc.), and create challenges to, and opportunities for development.
- discuss and explain the roles of the different development actors, and the debates about their roles, impact, and effectiveness.
- have honed their skills at critical reading, critical thinking, and critical writing on global development issues and debates.

PEDAGOGY:

The basic pedagogy of the course involves two weekly lectures 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. At the end of every topic, lecture notes will be posted on D2L.

REQUIRED RESOURCES: TEXTBOOKS AND READINGS:

Haslam, P.A., Schafer, J., & Beaudet, P. (Eds.) (2021). *Introduction to International Development: Approaches, Actors and Issues*. 4th Edition. Oxford: Oxford University Press.

The required textbooks are available for purchase at the University Bookstore

ADDITIONAL RECOMMENDED BOOKS

Swanepol, D. (Ed.) (2000). *Introduction to Development Studies*. Oxford: Oxford University Press.

Allen, T., & Thomas, A. (Eds.) (2000) *Poverty and Development into the 21st Century*. Oxford: Oxford University Press.

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

USEFUL RESOURCES (JOURNALS, PERIODICALS & WEB SOURCES)

Canadian Journal of Development Studies

Canadian Development Report

Development Policy Review

IDS Bulletin

Development and Change

Journal of Development in Practice

Journal of Development Studies

Journal of International Development

World Development

Amnesty, *Human Rights Yearbook*

UNDP, *Human Development Report*

UNICEF, *State of the World's Children*

IDS Bulletin

World Bank/*World Development Report* <https://www.worldbank.org/en/publication/wdr2021>

IDS Sussex: <http://www.ids.ac.uk/ids/info/index.html>

World Bank: <http://worldbank.org/devforum/index.html>

Human Development Reports: <http://hdr.undp.org/reports/global/2004>

Humanitarian Practice Network: <https://odihpn.org/>

Global affairs, Canada: <https://www.international.gc.ca/gac-amc/index.aspx?lang=eng>

International Development Association (IDA): <https://ida.worldbank.org/>

Food Security and Nutrition Network: <https://www.fsnnetwork.org/>

Other important sources of information on developing countries are the left-leaning *New Internationalist* (monthly) and right-leaning *The Economist* (weekly). The *Globe and Mail* (www.theglobeandmail.com) also regularly carries on key development issues and students should make a habit of reading the paper, especially its Saturday edition.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

ASSIGNMENTS AND EVALUATION

Critical review paper	20%	Due Oct. 7, 2021, via Dropbox
Mid-Term Exam	40%	Oct. 28, 2021, via D2L (online)
Final Exam	40%	To be scheduled by the Registrar.

Note:

- All assignments must be completed to pass the course.
- All written assignments except multiple choice questions 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.
- Both midterm and final exams have a mixed format – a combination of multiple choice, short-answer, and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. All missed exams may consist exclusively of long-answer questions.

- Except missed final exams which are scheduled by the registrar's office, all other missed exams will be rescheduled within two weeks on a date chosen by the instructor

SCHEDULE OF LECTURES AND READINGS

To be made available on D2L.

CHAPTER REVIEW (CRITICAL REVIEW) ASSIGNMENT (worth 20% of your grade; due Oct 7, 2021, by 4:30pm, Calgary time; to be submitted via Dropbox on D2L).

The critical review assignment is on chapter 22, "**Conflict and Development**", of the textbook: Haslam, P.A., Schafer, J., & Beaudet P. (Eds.) (2021). *Introduction to International Development: Approaches, Actors and Issues*. 4th Edition. Oxford: Oxford University Press.

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 **2 pages (doubled-spaced in 12-point font in Times New Roman)** excluding 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 chapter 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.

Guidelines for the chapter review (Critical review) assignment

Other relevant materials on the chapter review assignment will be posted on D2L. Further details and guidelines will be discussed in class including the grading rubric for the assignment.

Evaluation of your chapter review (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 from 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 intext-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.

MIDTERM EXAM; 40% (worth 40% of your grade; Oct. 28, online on D2L)

Format and structure of exams

The midterm exam is closed-book exam consists of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos shown in the class 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 the course up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. 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. As a closed- book exam, no other materials or devices are allowed, except your pens, pencils, and erasers. This means you cannot consult your notes, the textbook, D2L, google/any internet browser, 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, which comes with serious consequences.

Timing of Exam and Instructions:

You will have 60 minutes to complete exam (+50% extra time as required in case of technical difficulties. 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 60 (+30) minutes, thus, a total time of 90 minutes. Please 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. **Do not logout until you finish as you have one attempt only.**

Please take note:

- For the multiple-choice questions' section 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 moves on to the next one.
- With the short-answer and long-answer questions' section, all the questions will appear, and you can choose which question you want to start with (thus, you have the option of scrolling backward and forward).

Note: No alternate dates for the exam will be provided unless a student has been legitimately excused (e.g., documentation evidence). For all exams that have been missed for legitimate reasons (e.g., documentary evidence/proof), the make-up exam may consist exclusively of long-answer questions and will be rescheduled within two weeks on a date chosen by the instructor. Please contact me immediately via email when you missed any exams for legitimate reasons to discuss the rescheduling of the missed exam

REGISTRAR-SCHEDULED FINAL EXAMINATION: YES (worth 40% of your grade).

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening. However, there is NO guarantee that the exam will NOT be scheduled during the day. The final examination is **not cumulative, but you will still need some of the concepts, principles, and theories to response well to questions in the final exam**. This means you still need to master the principles, concepts and theories covered throughout the course.

Format and structure of final exams

The final exam follows the same format and structure as the midterm (mixed format: a combination of multiple-choice, short-answer and long-answer questions). Like the midterm, this is also a closed-book online exam which means that except your pens, pencils and erasers, no other materials or devices are allowed. That means you cannot consult your notes, the textbook, D2L, google/any internet browse, 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, which comes with serious consequences.

Timing of and Instructions for the Final Exam

You will have 60 minutes to complete exam (+50% extra time as required in case of tech difficulties). The test will be accessible to you on the scheduled date and time set up by the registrar's office, so 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 60 (+30) minutes, thus, a total time of 90 minutes. 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. **Do not logout until you finish as you have one attempt only.**

Please take note

- For the multiple-choice questions' section 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 moves on to the next one.

- **With the short-answer and long-answer questions' section, all the questions will appear, and you can choose which question you want to start with (thus, you have the option of scrolling backward and forward).**

We will do review of the course materials before the exam to familiarise you with the kind of questions to expect

Note: Note: All deferred final exams are scheduled by the Registrar's office and may consist exclusively of long-answer questions.

Academic honesty

For both midterm and final exams, you cannot consult your notes, the textbook, google/any internet browser, 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.

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. Similarly, if you missed an exam, you contact me immediately the instructor with documentary evidence for missing the exam, and if your reasons are accepted you must be prepared to write the exam within two weeks. Please note that all missed exams may the take essay or long-answers format.

GRADING SYSTEM

The following grading system is used in the Department of Anthropology and Archaeology. 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 9:30am to 10:45 am (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.

Accessibility

Lecture notes in form of PowerPoint will be made available to students after each lecture on d2L.

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 or TA's 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. Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. 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 daily, 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 to 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