

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**  
**DEST 591 COURSE OUTLINE: WINTER 2021**  
**DEVELOPMENT STUDIES (DEST) 591 S 01: CRITICAL PERSPECTIVES ON**  
**DEVELOPMENT PRACTICE AND RESEARCH**  
**ONLINE MEETING SCHEDULE LECTURES: WEDNESDAYS 3:00pm - 5:45pm**  
**(Calgary time)**  
**FORMAT OF DELIVERY: SYNCHRONOUS WEB BASED**

**Instructor:** Dr. Apentiik  
**Office Location:** ES 844  
**Phone Number:** 403-473-4473/403-220-4857  
**E-Mail:** rapentii@ucalgary.ca  
**Office Hours:** Tuesdays 12:30-13:30 or by appointment

Teaching Assistant: Chelsea Klinke  
Office Location/Contacts: 403 482 2688  
E-Mail: chelsea.klinke@ucalgary.ca  
Office Hours: TBA

### **COURSE DESCRIPTION**

This seminar/practicum course is designed to help students develop the skills and the critical perspective needed to conceptualize, design, implement and effectively manage community development projects and programs. As both a learning and work experience, the course offers students the opportunity to integrate theory and practice. The course is designed to allow students to work in teams (4-5 students per team) to carry out a small community development-related project during the semester with selected host organizations. This involves project conceptualization, planning, implementation, and writing a final report. The first 2-3 weeks will feature an in-class workshop focusing on skills development in project planning, management, implementation, monitoring an evaluation as well as protocols (e.g. ethics) required to carry out a collaborative project. Students will have the opportunity to present their findings to the class at the conclusion of the project.

### **OBJECTIVES:**

- Equip students with knowledge and skills on project planning, management, monitoring and evaluation, and other project assessment tools used by development organizations;
- Familiarize students with the protocols required to conduct development research and to carry out successful development project from design to implementation;
- Identify different learning styles in students by undertaking learning assessments, and evaluating how learning styles can influence team dynamics.

**LEARNING OUTCOMES**

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

- demonstrate a good understanding of the processes involved in project planning, management, monitoring and evaluation, and other project assessment tools used by development organizations;
- develop a sound understanding of the protocols required to conduct development research and to carry out successful development project from design to implementation;
- develop the basic skills needed to design a logical framework, prepare project workplan, undertake project needs assessment, prepare project budget, perform project risk assessment, and design other project measurable indicators (e.g. monitoring and evaluation indicators);
- design and carry out independent scholarly research that establishes their own perspective on particular development issues/topics.

**PEDAGOGY**

The first 2-3 weeks will feature an in-class workshop/lectures focusing on skills development in project planning, management, implementation, monitoring and evaluation as well as protocols (e.g. ethics) required to carry out a collaborative project. Relevant resources and internet links to a mix of scholarly and popular websites will be provided on D2L. The internet is a powerful multimedia tool and we should employ it to our advantage – but there remains no substitute for the required the scholarly sources. At the end of every topic, lecture notes will be posted on D2L.

**REQUIRED RESOURCES: TEXTBOOKS AND READINGS:**

Assigned readings and the class schedule will be available on D2L.

**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/deveforum/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](http://www.theglobeandmail.com)) also regularly carries articles on key development issues.

### 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

### ASSIGNMENTS AND EVALUATION

It is important to note that this course is time sensitive and all assignments must submitted on time. You must also attend all classes as well as groups' and host organizations' meetings

<b>Requirement 1:</b>	<b>Term Project</b>	<b>60%</b>
<b>Requirement 2:</b>	<b>Research paper</b>	<b>20%</b>
<b>Requirement 3:</b>	<b>Critical Review/ participation</b>	<b>20%</b>

#### ***Requirement 1: Term Project (60%) Broken down into the three components below:***

This project is carried out in a team of 4-5 students. Selection of this project is done early in the semester. This project involves meeting with a client group or organization, developing a project plan, implementing the project, and writing a final report for the organization. This report will also be orally presented to the class at the end of the semester. This project includes the following elements:

<b><u>Components:</u></b>	<b><u>%</u></b>	<b><u>Due date</u></b>
• Project plan	(15%)	<b>March 3, (dropbox)</b>
• Final Oral Presentation of Project work	(15%)	<b>April 10 (zoom)</b>
• Final written report	(30%)	<b>April 21 (dropbox)</b>

#### **NOTE:**

- All assignments must be completed in order to pass the course.
- All written assignments 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.
- It is the student's responsibility to keep an electronic copy of each assignment submitted. Students should be prepared to provide a second copy of their paper if requested, and students

who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

**Requirement 2: Research Paper (20 %): *Due date: Mar. 17, 2021, 4pm via dropbox.***

You will identify a development issue related or relevance to the the group project you have been assigned by your host organization. For example, if you are working with an organization concerned with housing or group project is on housing, your paper could focus on housing related issues. This will help to provide additional background for your group project, as well as to allow you to delve in greater depth into the issue from the perspective of development research.

**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 **12 pages (doubled-spaced in 12 pt font in Times New Roman)** excluding final list of references -bibliography and bappendixes 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 paage 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).

Bibliographical Formatting and Citation

- A well-formatted bibliography, including ample in-text citation, tables, maps and figures.
- You must use at least 8-10 different academic sources (peer review journals, articles, textbooks, technical papers). **Relevant and authentic** Newspaper may be use to complement the academic sources.
- Tables and figures must be well-referenced.
- Direct quotes must be cited with page numbers.
- Students must use APA style:
- In-text citation and final list of references must be in APA format (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>.

Please note that **substantial marks (3-4 points)** will be taken off for improper citation and bibliographical formatting. Also note that your paper cannot be written simply from non-academic internet sources.

### Guidelines for the research paper

- A clear statement of the problem(s) you want to investigate or explore. Your paper should begin with an introductory paragraph, which *clearly states the purpose or objective of the paper*. This statement should be presented as an argument that will guide the reader through the rest of the paper. Well explained research methodology is also relevant here.
- A brief justification of your choice of topic in relation to the existing literature on your group project.
- A strong conclusion, including appropriate and clear recommendations.
- Clarity and coherence of arguments - clear and logical progression of ideas and thoughts throughout the paper.
- Clarity of expression and quality of grammar - easy to read with minimal typos and grammatical errors.
- A level of analysis suitable for a fourth-year course, i.e., critical, as opposed to descriptive analysis.
- A well-informed review or discussion. The paper should be a critical assessment of the subject being researched and a demonstration of your understanding and application of the relevant academic literature on the topic. Academic literature here refers to peer reviewed journals, textbooks, and technical papers.
- Demonstrate a balance use of relevant and current literature(e.g. books, journal articles, newspaper clippings, internet sources) on the subject.
- Additional information such as tables, maps, figure, lists of interview questions, etc. can be included as appendices.

### **Requirement 3: participation (on-going) and critical article review, (20 %):**

#### **Components:**

- **Critical Review of Article (20 %).** Due February 10, by 4pm via dropbox .

Submission of a 4-page analysis of, and commentary on any one of the readings marked with asterisk (**to be posted on D2L**). Choose any of the reading marked with asterisk in the reading list for the weekly review. For the reading/article selected, you will write a four-page (double-spaced) commentary on it, identifying the key issues raised and providing a critical commentary on them.

#### **Requirements of the article review paper**

- Length of paper: A maximum of **3 PAGES, TYPED, AND DOUBLED-SPACED in 12 POINT FONT**. Going over the page limit may result in reduction of grade (e.g. from A to A- or A- to B+).
- Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered.
- Double-sided printing of assignment is encouraged to save paper, but is mandatory.
- Please include the following on the title page: title of paper, course code, instructor's name,
- student ID, course information, instructor's name and date of submission.

- Must include a minimum of 3-4 properly cited and referenced scholarly peer-reviewed references.
- In-text citation and final list of references must be in APA format (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>.

### 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.

### *Attendance and participation in class and project activities (ongoing)*

Active participation includes attendance and participation in seminars, team-instructor meetings, team-host organization meetings, individual group meetings, and adherence to submission deadlines.

***Attendance will be taken at every class.***

### TEAMWORK:

Everyone will be on a team based on potential practicum project interest, and a substantial part of the course will be team work. Working on a team can be difficult. Ideally you will get along with the other members of your team, but that may not always be true. Recognize that this is a professional rather than personal relationship. If you are not getting along with a team member, try to use the opportunity to problem-solve. If it gets to the point that project work is disrupted, please do not hesitate to bring it to instructor's attention. Keep it professional.

**ADDITIONAL INFORMATION****REGISTRAR-SCHEDULED FINAL EXAMINATION: NO****POLICY FOR LATE ASSIGNMENTS:**

*Assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. This class is time-sensitive and extensions will only be granted under extraordinary circumstances.*

**Academic honesty**

For all assignments and final report you avoid **plagiarism**, which comes with serious consequences (see the section under **plagiarism**).

**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 the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do.

**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.

<b>Letter Grade</b>	<b>% Range</b>	<b>Letter Grade</b>	<b>% Range</b>
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 Wednesday from 3:00pm to 5:45pm (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/>.

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 may 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](http://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](mailto: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](mailto:suvpaca@ucalgary.ca)
- Students Union Representatives for the Faculty of Arts – 403-220-3913, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)
- Student Ombuds Office information can be found at: [www.ucalgary.ca/ombuds/](http://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