
ANTH 355 (LEC01)
Indigenous Peoples of Canada:
GFC Hours 3-0
Fall 2023

Instructor: Angie Tucker **Lecture Location:** Science Theatre 130

Lecture Days/Time: Tuesday 11-12:15
Thursday 11-12:15

Email: angela.tucker@ucalgary.ca

Office Hours: Tuesdays 1:00-2:00
Or by appointment via Zoom

Teaching Assistant: **Leanne Omeasoo**
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Prerequisite(s): ANTH 203.

COURSE DESCRIPTION:

This course will enact an approach that privileges Indigenous kinship-based learning and will embody the Indigenous values of respect, reciprocity, relevance and responsibility. This course strives to bring the contemporary perspectives of Indigenous peoples into the academy, and seeks to introduce learners to Indigenous epistemologies and pedagogies. Through the introduction of issues such as: power in the field of Indigenous research and studies, the problems of Indigenous recognition and identity, traditionality, gender, and the categories of land, time and of space, we will engage with the voices and perspectives of Indigenous theorists, scholars, knowledge-keepers, and artists.

Through Indigenous pedagogy of the 4 Rs* and a “flipped classroom” model**, students will be engaged in a community-based project that will strengthen their understanding about the richness and diversity of Indigenous peoples, Nations and cultures in Canada. Students will also be assigned to one of 9-10 groups or, community of learners. Each community of learners will collaborate on creating and delivering a classroom presentation/discussion surrounding the weekly topics. This is a team-based learning and discussion-based model that works to pull our community together.

*Kirkness, V. J. and R. Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. In Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations. R. Hayoe and J. Pan. Hong Kong, eds., Comparative Education Research Centre, The University of Hong Kong.

**A "flipped classroom" model is one that is structured around the idea that lecture or direct instruction is not always the best use of class time. Instead, students will engage with information before class, allowing more time for activities that are more collaborative and involve higher order thinking.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

Upon completion of this course, students should be able to:

1. Effectively approach Indigenous studies, research, or other Indigenous projects implementing Indigenous theory and methods that privilege Indigenous worldviews and ways of knowing.
2. Discuss, in an informed way, historic and contemporary issues that affect Indigenous peoples in Canada.
3. Describe the dynamics, ideologies, and policies of settler colonialism.
4. Understand Indigenous perspectives on identity, ontology, and epistemology.
5. Critically use this applied knowledge to strengthen arguments both within and outside of Indigenous studies.
6. Develop a range of interdisciplinary skills for critical and comparative analyses as required in social sciences.
7. Strengthen writing through self-directed research and compile relevant information.
8. Work collaboratively as a community of learners.
9. Present information and ideas through conversations/engagement in class discussions.
10. Develop leadership skills by directing classroom discussions.

READINGS AND TEXTBOOKS:

Vowel, Chelsea. 2016. Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada. High Water Press. (Required)

There are also a number of required videos/readings/blogs from the relevant literature, and the links are provided here in the Schedule. Please note that you must be prepared to discuss the videos/readings/blogs during class presentations on Thursdays.

REQUIRED TECHNOLOGY and EQUIPMENT:

Students will require access to a computer with internet access. In addition, students will require access to a word processor and PowerPoint. For any online classes (if required), students will also require a working microphone, sound and a camera.

SUPPLEMENTARY FEES

Although students are not required to attend events/exhibitions/installations with monetary requirements associated with the community project, students may opt to partake in one of the aforementioned events as described. Admission, transportation and/or parking costs will be at the expense of the student. To avoid additional costs, students are encouraged to partake in events that occur on-campus, or that pose no additional cost. The times/dates of the community event will vary and students are further encouraged to select an event that fits within their own personal schedule. Any additional costs are completely **optional**. A list of complimentary events (both online and in-person) will be updated on D2L throughout the term.

COURSE REQUIREMENTS AND ASSESSMENT

If you desire to be successful in this course, you must participate in class. Your coursework is inclusive of the readings, the lectures, and the conversations that we have on Thursdays.

ALL ASSIGNMENTS ARE TO BE SUBMITTED AS: PDF, 12PT, TIMES NEW ROMAN, DOUBLE-SPACED WITH 1" MARGINS USING THE CHICAGO AUTHOR/DATE MANUAL OF STYLE.

ASSIGNMENTS THAT FALL +/- 10% OF THE WORD COUNT WILL NOT BE PENALIZED.

Land Acknowledgement Assignment: 10% of Final Grade

As we have discussed in class, write a thoughtful land acknowledgment that is inclusive of the Land, Indigenous history, and identity of Treaty 7, Métis Nation Region 3 (and those others who call this place home). Be sure to include the territory's inhabitants within your acknowledgement. These include the Blackfoot Confederacy: Siksika, Piikani, and Kainai First Nations, the Tsuut'ina First Nation, and the Stoney Nakoda: Chiniki, Bearspaw, and Goodstoney First Nations, and the Métis Nation of Alberta Region 3. You are also welcome to write a land acknowledgement for another location but be sure to include the inhabitants of the area. This acknowledgement should be approximately 650-800 words.

Assignment is due at 11:59PM via D2L Dropbox on Sept 21, 2022.

Group Assignment/Community of Learners: 30% of Final Grade

Students will be split into groups of 6-7 people and will develop a 30-minute presentation based on the topic and readings that coincide with the weekly lectures (**without** a reiteration of Tuesday's materials). Be prepared to provide a brief recap of the week's topic and its importance, highlight the readings, provide additional examples, and prepare key points for a 30-minute discussion. The group is expected to direct the conversation over the course of their designated seminar through the preparation of questions using the readings from that week. These presentations will occur on Thursdays. We have responsibilities to our group members, and we must be respectful of each other's time, contributions and desire to do well. We also have the responsibility to witness the information that is being presented by our classmates. Therefore, this grade is divided into three sections: 10% for the presentation itself, 10% for your contributions to the project (as determined by both a self-assessment and group members'

assessments) and 10% for your presence and contribution to discussions on the days that you are not presenting. This last 10% is your overall participation grade for the class.

See Schedule for Individual Group Due Dates.

Reading Journal: (3x5% = 15% of Final Grade)

Students are required to come to class prepared for discussion. Therefore, your readings must be completed each week. Under each reading heading, write a thoughtful paragraph outlining the main topics covered plus one question/observation to bring to class with you.

Due Prior to Class Each Week. Three will be randomly requested throughout the term and each will be worth 5%. If this request falls on the date of your presentation, another will be requested from a week that you are not presenting.

Community Project: 25% of Final Grade

Visit a recognized and documented Indigenous event. There are a number of Indigenous-specific events that occur on campus (Check out Writing Symbols Lodge in Mac Hall), the Faculty of Social Work, in addition to those that happen outside of the university (Friendship Centre, Métis Nation of Alberta, Métis Local 87, Fort Calgary, Calgary Public Libraries). Some examples: Indigenous markets, pow-wows, plant walks, Indigenous speakers at a museums or libraries, Grandmother's Teas, Indigenous scholars hosting keynotes at the university, etc. In addition to this, I would also accept a paper that provides a critical assessment of a space with Indigenous content. These spaces could include museums, art galleries, or archives. Write a 5-6 page (1500 words), double-spaced reflection that outlines why you chose the event/location that you did, your key take-aways, and how some of the discussions that we have had in this course have contributed to your experience. This assignment is a reflection, so there is no need to structure it as a formal essay. However, I do expect to see the evidence that you clearly attended the event, strong critical thinking, and direct engagement with the course material.

Assignment due at 11:59PM via D2L Dropbox on Nov 21, 2023.

Final Essay: 20% of Final Grade

This final essay is a take-home essay. We will discuss the key points from class, and then discuss the final paper. HINT! You may want to pay close attention to the music videos that we are covering in class. The final paper will go a long way toward determining your final grade for the course. You must be able to make your arguments in a clear and concise manner. Most students will find that this can be accomplished in approximately 1700-1800 words. You must use a minimum of 5 academic references. Two may come from the material covered while the other three must come from material not covered in class. We will talk about this paper during our final class.

Final Paper due at 11:59PM via D2L Dropbox on Dec. 15, 2023. No late assignments will be accepted.

All rubrics will be shared on D2L.

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

In this course, we speak about the importance of communication. **Therefore, if any class assignments are going to be submitted later than required, students must communicate with me prior to the due date.** I understand that life happens, and am willing to consider late assignments at my discretion as long as I am aware of the situation in advance. If we have not had a conversation, late assignments will be penalized 5% per day, including holidays and weekends. **You must be present on the day of your group presentation. If you cannot be present, both your group and myself must be notified immediately.** Students who do not notify either the group or myself of their absence will forfeit the 10% portion of their presentation or, in an extenuating circumstance, students *may* be permitted to submit an alternate assignment that will differ significantly (in form and/or content) from the group project. This is at the sole discretion of the instructor.

Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

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

*****Please note that no extra credit or 'make-up' work is available in this class*****

You do not need to pass each course component to earn a passing grade in the class.

Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

Acknowledgment and Respect for Diversity

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES

Please watch this short video about Indigenous relationships with the land in this place by listening to the words from Elders/knowledge keepers from the Treaty 7 area :

<https://www.youtube.com/watch?v=7re1r0FY-4Y>

Our classroom provides an open space for the critical and civil exchange of diverse thoughts and ideas. As such, some readings and other oral content found within this course may include topics that some students may find offensive and/or traumatic. As a community of responsible and respectful people, I ask that we work together to create an atmosphere of mutual respect, sensitivity, and understanding. Therefore, we respect the fluidity of gender and the expressions of one's own sexuality. We will work towards an environment that is mindful of the intricacies of 'race', ethnicity, class, disability, immigration status and religious beliefs.

We must strive to use appropriate terminology in this course and ask you prioritize how Indigenous peoples/groups choose to identify themselves: Nehiyawak/Cree, Niitsitapi/Blackfoot, Michif/Métis etc.) as descriptors of their own history, language and identity. If we are unsure of a person's Indigenous affiliation, I ask that we adopt the generic term of 'Indigenous', unless we are referencing their inclusion within government policy using the specific terms found within the Indian Act.

The use of AI apps such as: ChatGPT, Writecream, AI Writing Assistant, Pure AI, Chatsonic, Paragraph AI will absolutely not be tolerated. This list is not exhaustive. Students who are suspected of using AI programs to complete their written assignments will be dealt with according to the procedures outlined in the calendar for academic misconduct. To learn more about this, please visit <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>. **THERE IS ZERO TOLERANCE IN THIS COURSE.**

Video and audio recording of lectures is not permitted (unless Accessibility Services determines otherwise).

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. 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.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common 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. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). **These materials may NOT be reproduced, redistributed or copied** without the explicit consent of the professor. The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

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.

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.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

(Subject to Change)

Date	Topic	Complete Readings Prior to Thursday Classes	Important Due Dates
T Sep 5	Course Introduction and Overview 4 R's of Learning -establishing the classroom guidelines	Rethinking Land Acknowledgements: https://www.anthropology-news.org/articles/rethinking-land-acknowledgments/ Rethinking the Practice and Performance of Indigenous Land Acknowledgements: https://muse.jhu.edu/article/716610/pdf	
R Sep 7	Lecture: The Issue of Land Acknowledgements		NO GROUP PRESENTATION
T Sep 12	Lecture: The Issue of 'Land': The Competing Axiology	Indigenous Place-Thought and Agency Amongst Humans and Non Humans (First Woman and Sky Woman Go On a European World Tour!). Vanessa Watts https://jps.library.utoronto.ca/index.php/des/article/view/19145 Video: <i>wahkohtowin</i> : Cree Natural Law https://www.youtube.com/watch?v=NTXMrn2BZB0 (one Indigenous worldview)	
R Sep 14	Seminar	Instructor Example Directed Discussion: The Issue of Land Creation of Groups/Community of Learners	NO GROUP PRESENTATION
T Sep 19	Lecture: The Issue of Names	Vowel: Chapters Introduction, 1-3 (Intro and pages 7-34) Blog: The Souls of White-Indians: A Letter to My White Indian Friend. Kyle Mays. http://www.nativeninetypercent.com/the-souls-of-white-indians.html .	
R Sep 21	Seminar	Time for Groups to Connect and Discuss/Q&A	Land-Acknowledgement Assignment due at 11:59PM Sept 21, 2023 10% NO GROUP PRESENTATION

T Sep 26	Lecture: The Issue of Indigenous Identity	<p>Vowel: Chapters 4, 5, 7, 8 (pages 36-58, 67-78)</p> <p>There Is No DNA Test to Prove You're Native American: Kim TallBear https://www.newscientist.com/article/mg22129554-400-there-is-no-dna-test-to-prove-youre-native-american/</p>	
R Sep 28	Seminar <i>This seminar will be facilitated by the TA for this course.</i>	Discussion: The Issue of Indigenous Identity	GROUP #1
T Oct 3	Lecture: The Issue of Appropriation	<p>Vowel: Chapters 9-10 (pages 80-99)</p> <p>Website: Cultural Appropriation https://www.thecanadianencyclopedia.ca/en/article/cultural-appropriation-of-indigenous-peoples-in-canada</p> <p>Indigenous Thought, Appropriation and non-Indigenous People. Celia Haig-Brown https://journals.sfu.ca/cje/index.php/cje-rce/article/view/2189/1815</p> <p>Blog: But Why Can't I Wear a Hipster Headdress? Adrienne Keene https://nativeappropriations.com/2010/04/but-why-cant-i-wear-a-hipster-headdress.html</p>	
R Oct 5	Seminar	Discussion: The Issue of Appropriation	GROUP #2
T Oct 10	Recorded Lecture: The Issue of Gender <i>There is no class today due to me being away at a conference. In lieu of in-person class, please watch the pre-recorded lecture on this topic that will be posted on D2L.</i>	<p>Vowel: Chapter 12 (pages 106-114)</p> <p>Introduction to "Indigenous Women: The State of Our Nations". Bonita Lawrence and Kim Anderson. https://journals.msvu.ca/index.php/atantis/article/view/1041/998</p> <p>Gender, Sovereignty, Rights: Native Women's Activism against Social Inequality and Violence in Canada. Joanne Barker https://muse.jhu.edu/article/239700/summary</p>	
R Oct 12	Seminar	Discussion: The Issue of Gender	GROUP #3

	<i>This seminar will be facilitated by the TA for this course.</i>		
T Oct 17	Lecture: The Issue of Mythmaking	Vowel: Chapters 13-19 (pages 117-167)	
R Oct 19	Seminar	Discussion: The Issue of Mythmaking	GROUP #4
T Oct 24	Lecture: The Issue of Studying 'Other' in Anthropology	<p>Here Come the Anthros (Again): The Strange Marriage of Anthropology and Native America. Orin Starn https://anthrosource.onlinelibrary.wiley.com/doi/full/10.1111/j.1548-1360.2011.01094.x</p> <p>Settlement's Secret. Audra Simpson http://metafactory.ca/intermediaworkshop/wp-content/uploads/2011/10/Cultural-Anthropology-Simpson-2011.pdf</p> <p>On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. Audra Simpson. https://junctures.org/index.php/junctures/article/view/66/60</p>	
R Oct 26	Seminar	Discussion: The Issue of Studying Other in Anthropology	GROUP #5
T Oct 31	Lecture: The Issue of Treaties	<p>Vowel: Chapters 26-29 (pages 235-267)</p> <p>The Numbered Treaties and the Politics of Incoherency. Gina Starblanket https://www.cambridge.org/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/article/abs/numbered-treaties-and-the-politics-of-incoherency/9ECA4F37D7D1ED9474660C4D70D5B992</p> <p>Website: https://indigenoustudies.utoronto.ca/news/treaty-myths/</p>	
R Nov 2	Seminar	Discussion: The Issue of Treaties	GROUP #6
T Nov 7		Vowel: Chapters 20, 21, 23 (pages 171-190, 206-211)	

	Lecture: The Issue of Assimilation – Stolen Generations	<p>Genocide, Indian Policy and Legislated Elimination of Indians in Canada. Pam Palmater https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.683.8972&rep=rep1&type=pdf</p> <p>Video: Read the TRC Report. Zoe Todd https://www.youtube.com/watch?v=vW4lQfOfI3I</p> <p>Video: Sixties Scoop https://www.youtube.com/watch?v=_nmd6HXKXYU</p>	
R Nov 9 <i>Nov 12-18 No classes (Reading Week)</i>	Seminar	Discussion: The Issue of Assimilation	GROUP #7
T Nov 21	Lecture: The Issue of Government/Indigenous Relationships – Indigenous Governance	<p>Vowel: Chapter 30 (pages 268-274)</p> <p>Negotiated Inferiority. Kiera Ladner https://www.tandfonline.com/doi/abs/10.1080/02722010109481593</p> <p>Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous Rights Discourse. Jeff Corntassel https://journals.sagepub.com/doi/abs/10.1177/030437540803300106</p>	<p>Community Event Assignment due at 11:59PM Nov 21, 2023</p> <p>25%</p>
R Nov 23	Seminar	Discussion: Nation to Nation?	GROUP #8
T Nov 28	Lecture: The Issue of Indigenous Research - How Do We Go Forward in Research <i>With</i> Indigenous Peoples?	<p>What is an Indigenous Research Methodology? Shawn Wilson https://www.researchgate.net/publication/234754037_What_Is_an_Indigenous_Research_Methodology</p> <p>Centering Indigenous Nations Within Indigenous Methodologies. Duane Champagne https://muse.jhu.edu/article/587626/summary</p> <p>Decolonization is Not a Metaphor. Eve Tuck and Wayne Yang. https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554</p> <p>Insurgent Research. Adam Gaudry https://muse.jhu.edu/article/434809/pdf</p>	
R Nov 30			

	Seminar	Discussion: The Issue of Indigenous Research	GROUP #9
T Dec 5	FINAL CLASS Final Recap of Class and Final Paper Discussion.		
Dec 9-20	<i>Fall Final Exam Period</i>		Final Essay due at 11:59PM Dec 15, 2023 20%

IMPORTANT DATES

M Sept 4	Labour Day, No Classes
T Sept 5	Start of Classes
R Sept 14	Last day to drop a class without a financial penalty
F Sept 15	Last day to add or swap a course
F Sept 22	Fee payment deadline for Fall Term full and half courses.
S Sept 30	National Truth and Reconciliation Day
M Oct 9	Thanksgiving Day, No Classes.
M Nov 13	Remembrance Day Observance
Nov 12-18	Reading Break. No classes.
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-20	Fall Final Exam Period.
Dec 25-31	Holiday Observance, University Closed.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>