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**ANTH 490**  
**Anthropological Theory**  
**GFC Hours 3-0**  
**Fall 2023**

<b>Instructor:</b>	Dr. Sabrina Perić	<b>Lecture Location:</b>	SS 109
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<b>TA Office Hours :</b>	TBA		

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**Prerequisite(s):** ANTH 203

**LAND ACKNOWLEDGEMENT:**

Oki, Aba-wath-tech, Tansi, Dadanast'ada, Hello! My name is Sabrina Perić, and I am a settler, living as an uninvited guest in beautiful Treaty 7. I want to acknowledge that the University of Calgary is located on the traditional territory of the people of Treaty 7. This includes the Niitsitapi (including the Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, and the Iyethka Nakoda (which includes the Goodstoney, Bearspaw and Chiniki First Nations). Calgary is situated on the confluence of the Bow and Elbow rivers, the Niitsitapi name for this place is Mohkinstsis, the Iyethka call it Wicispa Oyade, and the Tsuut'ina call this area Gutsistsi. Calgary is also home to the Metis Nation of Alberta, Region 3. It is important for me to trace out these ties – because without them we would not be here. Universities and scholars have benefited greatly from the dispossession of Indigenous people. Territorial acknowledgement is therefore very important for me – it is not only about my accountability as a settler to ongoing processes of colonialism, but as a member of a large immigrant family. I do not want to simply take for granted where I live and where I work. Nor do I want colonial processes to continue with immigrants as key actors – as they have in the past. So I begin by thanking the people on

whose territories I continue to live and work as an uninvited guest in the sincere hope that we can go forward together in a good way: Nitsiniiyi'taki, Isniyes, Kinanâskomitin, Siyisgaas, and Thank You!

## **COURSE DESCRIPTION**

Broadly speaking, anthropology is a holistic study of all possible human lifeways. It focuses both on the variation between lifeways, but also their commonalities. In order to explain both the variations and commonalities, anthropologists have formulated *theories* that can be used to critically analyze observations of people in their daily lives. Though *theory* and *ethnography* are invariably separated out in anthropological writings and discussions, they are actually two sides of the same coin. Theory is used to illuminate or explain what happens in ethnography, and ethnography provides explanatory power to theory. In short, theory and ethnography, without one another, are pretty meaningless.

This course aims to introduce students to the fundamentals of anthropological theory through seven of the most important concepts in anthropology since the 19<sup>th</sup> century: **race, history, society, function, structure, gender and discourse**. Through lectures and discussions, we will try and understand why theory is good to think with – how different theories can give us varying insight into the same event or phenomenon, and why certain theories do a better job of explaining than others.

## **STATEMENT OF INCLUSION:**

The topics in this class can sometimes be difficult topics – we talk about race, gender, class, our place in society, and the painful histories and ideas that anthropology has held as a discipline. What makes this class work, and what makes it a place to learn together, is respect and empathy. In this class, all people, with all opinions and beliefs, are welcome. Doing anthropology today means both celebrating our diversity, but also recognizing that our different pathways are what contribute most to new ideas. Speak openly, show respect, share, be bold and be yourself.

## **COURSE FORMAT:**

The class will include both lecture and discussion components. Generally speaking (with a few exceptions for midterms/first week of class etc), Monday and Wednesday classes will be primarily lecture-based. Many Friday classes will be discussion-based, where you will be breaking up into smaller groups and discussing the readings for the week by following a set of discussion questions provided in advance. Both the instructor and the TA will be present for Friday discussion sections. You will be required to attend all lecture and discussion classes. Please refer to our Course Schedule on D2L or this course outline for a detailed breakdown of lecture, discussion and other classes.

### *What do I need to prepare for the weekly discussions?*

There are two things you have to do in order to prepare for the Friday discussions: 1) you need to complete all of the readings for that week. For example, for your discussion section on Friday, September 22<sup>nd</sup> on the topic of “The Logics of History,” you need to have read *all* of the

readings for that week (ie the readings listed for Monday (September 18), Wednesday (September 20) and Friday (September 22), *before the discussion class* on September 22<sup>nd</sup>. And 2) you need to read the weekly “Discussion Section Questions” handout before you come to the discussion section. This handout will provide you with an overview of what questions to think about (and that you will discuss in the class). The discussion classes are key for helping you understand how to apply theory to contemporary events, and how to evaluate theories. These discussion sections will also be critical for completing your Reading Reflection assignments (more on that later).

*Any other tips for preparing for the weekly discussions?*

While you are reading: 1) take notes; 2) highlight passages you think are important, and 3) write down any questions you have about the materials. Come to discussion class with an open mind, and a willingness to listen to your peers, and to share your thoughts on the subject matter. The discussion will be student-led and instructor-guided, and is intended to be a true back and forth to help us not only get into the readings, but also understand how to apply theory to real world situations, events and practices.

**LEARNING OUTCOMES:**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. This is an intensive introductory course to anthropological theory. By the end of this course, students should be able to:

- Read anthropological theory critically and analytically;
- Identify different anthropological schools of thought and thematic continuities/discontinuities between them;
- Summarize critically the main anthropological theories presented both in class discussion, and also in a coherent manner in writing;
- Evaluate critically the plausibility of claims and theories proposed by scholars;
- Apply anthropological theories to better understand everyday practices, local and global events, and ethnographic evidence;
- Communicate complex anthropological theories and their application to our peers and the broader public.

**COURSE TEXTBOOK:**

- NONE REQUIRED. Because textbooks are too expensive. Required readings (see below) can be accessed via links in our D2L Reading List.

**REQUIRED TECHNOLOGY and EQUIPMENT:**

- Computer
- Word Processor (preferably Microsoft Word, or any other word processor where you can save as .doc or .pdf)
- Internet access

## COURSE REQUIREMENTS AND ASSESSMENT

In addition to the readings, students are expected to complete **3 reading reflections** throughout the course of the semester, take **5 surprise reading quizzes**, write **2 in-class midterm examinations**, and write **one final take-home exam**. The weighting of the assessments (as a % of the total grade are as follows):

5 Reading Quizzes	5%
3 Reading Reflections	30%
2 Midterm Exams	40% (October 13, November 10)
Final take-home exam	25% (due December 20)

The final mark out of 100, will then be converted to a letter grade as follows:

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

### Assignment details:

#### Reading Quizzes:

- Students will be administered **5 reading quizzes**, without advance warning throughout the semester.
- These reading quizzes will cover **details about the readings for that day**, to make sure that students have done the readings. For example, if you receive a quiz on the day we will be discussing Durkheim's *Elementary Forms of Religious Life*, then the quiz will cover this same Durkheim text, and no other text.
- The quizzes will consist of **five multiple choice questions**, handed out at the beginning of class.
- You will get the full points for each quiz (1 % of your total grade) for taking the quiz. Even if you get a question wrong, you will still receive full points. If you are in class to do all of the 5 quizzes, you will get a full 5% of your grade.
- The point of the quiz is to practice answering multiple choice questions about theory, and to test yourself on your reading. The multiple choice questions on the quizzes will be similar to the multiple choice questions you can expect **on your midterm exams**.

#### Reading Reflections:

- Students are expected write 3 Reading Reflections that cover 3 weeks worth of reading – that is, they must hand in 3 reflections throughout the course of the semester. You will notice on the syllabus that there are 9 opportunities to hand in reading reflections –

you only have to give in reading reflections on 3 of those 9 opportunities. You are given a few extra opportunities to account for weeks that may be really busy and you may not have time to do a reading reflection.

- Reading Reflections must be handed in (on Dropbox) on the Monday following a Friday discussion class. So, for example, the Reading Reflection for the readings on the unit on Race (September 11 – September 15) will be due on Monday, September 18<sup>th</sup> by 11am.
- To clarify, if you are doing a reading reflection for the week on race (Week II), you must hand the reading reflection in on the Monday of Week III. You **cannot** hand in, for example, a reading reflection for Week II on Monday of Week IV. Look at your calendar in advance, pick out the reflections you want to do and hand them in **on their due date.**
- **No late reflections will be accepted.** Late reflections will automatically receive a grade of zero.
- Further details about reflections will be available on the Assignment Descriptions on the class D2L webpage.

#### Midterm exams:

- Students will be administered two in-class closed book midterm exams (50 minutes) that will have two sections: multiple choice questions and short answer questions. The midterm exams are not cumulative.
- Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>) Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam and will receive a mark of zero on the exam or assignment. Makeup exams will differ significantly in format: they will be essay-style, and they will also be closed-book.

#### Final exam:

- Students will be administered an open book final take-home exam at the end of the semester. On the last day of class (December 6, 2023), students will be provided with a set of three questions. Students must pick one question and answer it in the form of a 5-6 page paper (12pt font double-spaced), which will be handed in at the end of the exam period (Wednesday, December 20<sup>th</sup>) via Dropbox on our D2L page. The questions will be broad, and will be meant to bring together students' understandings of the class readings, class lectures and discussion content. Further details will be available on the Assignment Descriptions on the class D2L webpage.

#### IMPORTANT NOTES:

- 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>

- 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.

#### **OTHER COURSE POLICIES:**

- In your communication with other students in class, or via email, and with the instructor and TA in class or via email, please be respectful.
- Note-taking is encouraged in class – please use whatever means best suit your learning style.
- The recording of lectures is **explicitly prohibited**, unless you have accommodation from the Student Success Centre.

## **Week I. Introduction to Theory**

Wednesday, September 6: LECTURE CLASS

**THERE ARE NO READINGS FOR TODAY, BUT WE WILL DO THE FOLLOWING READINGS TOGETHER IN CLASS and discuss:**

- 1) Sahlins, Marshall. (2013) "Captain James Cook; or, The Dying God" in Sahlins, M. (2013). *Islands of history*. Chicago: University of Chicago Press. Excerpts.
- 2) Obeyesekere, Gananath. (1997). *The apotheosis of Captain Cook: European Mythmaking in the Pacific*. Princeton: Princeton University Press. Excerpts.

Friday, September 8: LECTURE CLASS

- 3) bell hooks. (1991). Theory as liberatory practice. *Yale JL & Feminism*, 4, 1.
- 4) Deloria, Vine. (1969) *Custer died for your sins: An Indian manifesto*. Norman: University of Oklahoma Press. Excerpts. Please read "Anthropologists and Other Friends," pp 1-20.

## **Week II. Race, Biology, Politics and the Study of Difference**

Monday, September 11: LECTURE CLASS

- 1) de Gobineau, Joseph Arthur (1856). The Moral and Intellectual Diversity of Races (originally *Essai sur l'inégalité des races humaines* [1853-1855], four volumes). Philadelphia: J.B. Lippincott. Read Chapter XVI.

Wednesday, September 13: LECTURE CLASS

- 2) Boas, Franz. (1912). Changes in the bodily form of descendants of immigrants. *American Anthropologist*, 14(3), 530-562. **Please do not read this whole article**. It is very boring, and difficult to follow. **SKIM this reading**, paying close attention to Boas' conclusions. We will discuss the details in class.
- 3) DuBois, WEB. The Evolution of the Race Problem. *Proceedings of the National Negro Conference*. New York: s.n., 1909. Please read sections 1 through the end of 6.
- 4) Bowen, Deanna. *The Black Canadians (after Cooke)*, 2022.

*The Black Canadians (after Cooke)* is a photomural installation, currently on exhibition at the National Gallery of Canada in Ottawa. Please familiarize yourself with the exhibit here: <https://www.gallery.ca/whats-on/exhibitions-and-galleries/the-black-canadians-after-cooke> And tour the exhibit on this interactive webpage, here: <https://www.gallery.ca/qr-bowen/> Please read and watch the videos, interact with the artwork in *all* of the headings on the webpage: "Deanna Bowen speaks about her work," "Community members respond to the work," "Artist's notes on the archival images," and "About the artist."

Friday, September 15: DISCUSSION CLASS

- 5) Chun, Wendy Hui Kyong. 2009. "[Race and/as Technology, or How to Do Things to Race](#)." *Camera Obscura* 24, no. 1: 7-34.

## **Week III. The Logics of History and their Consequences**

Monday, September 18: LECTURE CLASS

**\*Reading Reflection for Week II DUE TODAY\***

- 1) Morgan, Lewis H. (1977[1877]). Ancient Society. New York: Gordon Press. Please read the Table of Contents and Chapter 4 (pp 42 – 53).

Wednesday, September 20: LECTURE CLASS

- 2) Darwin, Charles (1988[1859]). The Origin of Species by Means of Natural Selection. New York: Gramercy. Please read "Introduction" and "Recapitulation and Conclusion" (only from pp, 476, beginning with "Looking to geographical distribution..." to the end of pp.490.)

Friday, September 22: DISCUSSION CLASS

- 3) Harry Truman's 1949 Inaugural Address, also known as "The Four Point Speech."
- 4) Vowel, Chelsea. *Indigenous writes: A guide to First Nations, Métis, and Inuit issues in Canada*. Winnipeg: Portage & Main Press, 2016. Please read Chapter 13: The Myth of Progress. Available at UCalgary Library.

## Week IV. What is 'society'? Part 1: The Collective

Monday, September 25: LECTURE CLASS

**\*Reading Reflection for Week III DUE TODAY\***

- 1) Durkheim, Émile (1947[1893]). The Division of Labor in Society, George Simpson transl. New York: Free Press. Please read IV on pages 105 – 110, and read IV on pages 129 – the end of 131.

Wednesday, September 27: LECTURE CLASS

- 2) Durkheim, Emile. *The Elementary Forms of the Religious Life [1912]*. na, 1959. Please read excerpts from the conclusion, pp 418-428 (Part I), pp 433 – the end of 445.

Friday, September 29: DISCUSSION CLASS

- 3) Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso Books. Please read the introduction, pgs 1 -7.

## Week V. What is 'society'? Part 2: Structure

Monday, October 2: LECTURE CLASS

**\*Reading Reflection for Week IV DUE TODAY\***

- 1) Marx, Karl. (1978) Selections from *The German Ideology*. (open online source) **Please read Part A only.**

Wednesday, October 4: LECTURE CLASS

- 2) Marx, Karl. (1978) Selections from *Capital*. In *The Marx-Engels Reader*. Ed. Robert C. Tucker, New York: Norton. **Please read the whole excerpt:** [Marx 3.pdf](#)

**In class:** Excerpts from *Metropolis* (1927) dir. Fritz Lang

Friday, October 6: DISCUSSION CLASS

- 3) Cabana, Ysh. Under the Shadow of Contagion: Abuse of Filipino Workers in Alberta's Largest COVID-19 Outbreak. *Canadian Dimension*, May 1, 2020.  
<https://canadiandimension.com/articles/view/under-the-shadow-of-contagion-abuse-of-filipino-workers-in-albertas-largest-covid-19-outbreak>

## Week VI. Midterm Review and Exam

Monday, October 9: NO CLASS

Wednesday, October 11: LECTURE CLASS

**\*Reading Reflection for Week V DUE TODAY\***

In Wednesday's class, we will be doing a Midterm Review, and a Q&A.

Friday, October 13: IN-CLASS EXAM

MIDTERM EXAM 1 IS TODAY IN CLASS

## Week VII. What is 'society'? Part 3: More than Human

**\*There are no Reading Reflections due today, because last week was a midterm week.**

Monday, October 16: LECTURE CLASS

- 1) Haraway, Donna. (1991) "A Cyborg Manifesto" *In Simians, Cyborgs and Women: The Reinvention of Nature*. New York: Routledge. Excerpts

Wednesday, October 18: LECTURE CLASS

- 2) Helmreich, Stephan. Human Nature at Sea. *Anthropology Now* 2.3 Dec. (2010): 49-60.

Friday, October 20: DISCUSSION CLASS

- 3) Todd, Zoe. "Fish, kin and hope: Tending to water violations in Amiskwaciwâskahikan and Treaty Six Territory." *Afterall: A Journal of Art, Context and Enquiry* 43, no. 1 (2017): 102-107.

## Week VIII. What's your Function? (and structure?)

Monday, October 23: LECTURE CLASS

**\*Reading Reflection for Week VII DUE TODAY\***

- 1) Malinowski, B. (1944). *A Scientific Theory of Culture, and Other Essays*. **Please read "What is culture?" pp 36 -42; and "The Functional Analysis of Culture," pp 67 – 74.**

Wednesday, October 25: LECTURE CLASS

- 2) Radcliffe-Brown, A. R. (1935). On the concept of function in social science. *American Anthropologist*, 37(3), 394-402.
- 3) Evans-Pritchard, E. E. (1940). *The Nuer* (Vol. 940). Clarendon: Oxford. **Please read the abridged excerpt, from pp 64 - 77.**

Friday, October 27: DISCUSSION CLASS

- 4) Eisenstadt, Michael Lt.Col. (2007) "Anthropology 101 for Soldiers: What is a tribe?" *In Military Review*.

## Week IX: Structuralism

Monday, October 30: LECTURE CLASS

**\*Reading Reflection for Week VIII DUE TODAY\***

- 1) De Saussure, F., Baskin, W., & Meisel, P. (2011). *Course in general linguistics*. Columbia University Press. In Part One: General Principles (pp 65), **please read Chapter 1: The Nature of the Linguistic Sign, and Chapter 2: Immutability and Mutability of the Sign**. The reading is pp 65 – 78.

Wednesday, November 1: LECTURE CLASS

- 2) Lévi-Strauss, C. (1963). *Structural anthropology* (Vol. 1). Basic Books. Please read "The Effectiveness of Symbols," pp 186 – 205. Note: you do not want to do this late at night.

Friday, November 3: DISCUSSION CLASS

- 3) De Beauvoir, Simone. (1976) *The second sex*. Trans. H.M. Parshley. New York: Albert Knopf. Please **only read** the introduction, from xv – xxix.

## Week X: Experience and Ethnography

**\*Reading Reflection for Week X DUE TODAY\***

Monday, November 6: LECTURE CLASS

- 1) Hughes C. C. (2018). "Not out in the field: Studying privacy and disclosure as an invisible (trans) man." In Compton D., Meadow T., Schilt K. (Eds.), *Other, please specify: Queer methods in sociology* (pp. 111–125). University of California Press.

Wednesday, November 8:

In Wednesday's class, we will be doing a Midterm Review, and a Q&A.

Friday, November 10: IN-CLASS EXAM

MIDTERM EXAM 2 IS TODAY IN CLASS

Monday November 13 – Friday November 17: NO CLASS – READING WEEK

## Week XI: The 'structure' of gender

Monday, November 20: LECTURE CLASS

\*There are no Reading Reflections due today, because the last class week was a midterm week.

- 1) Collier, J., Rosaldo, M. Z., & Yanagisako, S. *Is there a Family?* (pp. 71-81). In Lancaster, R. N., & Di Leonardo, M. (1997). *The gender/sexuality reader: culture, history, political economy*. Routledge. <http://www.mit.edu/~shaslang/Teaching/CollieretalITF.pdf>

Wednesday, November 22: LECTURE CLASS

- 2) Valentine, David. (2004) "The categories themselves." *GLQ: A Journal of Lesbian and Gay Studies* 10, no. 2 : 215-220. [ucalgary link](#)
- 3) Weiss, Margot. (2016) "Always After: Desiring Queer Studies, Desiring Anthropology." *Cultural Anthropology* 31, no. 4: 627- 38. <https://journal.culanth.org/index.php/ca/article/view/ca31.4.11/403>

Friday, November 24: DISCUSSION CLASS

- 4) Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American anthropologist*, 104(3), 783-790. [Link to text here](#).

## Week XII: Post-structure and Post-structuralism

Monday, November 27: LECTURE CLASS

\*Reading Reflection for Week XI DUE TODAY\*

- 1) Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Trans. Robert Hurley. New York: Vintage. Please read **only Part I: We "Other Victorians,"** pg 3 - 13.

Wednesday, November 29: LECTURE CLASS

- 2) Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Trans. Robert Hurley. New York: Vintage. Please read **only Part III: Scientia sexualis**, pg 53 - 73.

Friday, December 1: DISCUSSION CLASS

- 3) Butler, Judith. (2011) *Bodies that matter: On the discursive limits of sex*. New York: Taylor & Francis. Excerpts

**In class:** *Paris is Burning* (1990) excerpts.

## **Week XIII: Beyond binaries: “Writing Culture” and Representation**

Monday, December 4: LECTURE CLASS

**\*Reading Reflection for Week XII DUE TODAY\***

- 1) Said, E. W. (1979). *Orientalism*. Vintage. Please read Chapter 1, Part 1: Knowing the Oriental, pp 31 – 48.

Wednesday, December 6: DISCUSSION CLASS

- 2) Ralph, Laurence. *The Torture Letters: Reckoning with Police Violence*. Chicago: University of Chicago Press, 2020. Please read the prologue: “A Half Century of Torture”

FINAL PAPER DUE :

**Wednesday, December 20<sup>th</sup>, 2023 by 4pm** via Dropbox on our class D2L site

### **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.

## 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/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### 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](http://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](http://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

### **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>