ANCIENT CITIES IN ARCHAEOLOGICAL PERSPECTIVE

UNIVERSITY OF CALGARY

| ARKY 490 S01 | Dr. Elizabeth Paris | Web-based course |
| Winter 2021 | Department of Anthropology and Archaeology | D2L and Zoom |

COURSE DESCRIPTION

In this course, we will explore archaeological approaches to ancient cities. This course utilizes a cross-cultural perspective to examine historical definitions and features of ancient cities, as well as current theoretical and methodological approaches used by archaeologists to interpret them.

Readings and discussions will emphasize innovative approaches to the study of pre-modern urbanism, while also addressing key theoretical contributions and debates in the field. The course will feature a mixture of lectures and discussion.

WHAT WILL YOU LEARN?

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

➢ Understand how archaeologists use documentary sources, oral traditions, and scientific methods to identify and interpret ancient cities.
➢ Describe the historical development of the study of the archaeology of urbanism, including current debates in the field.
➢ Apply current approaches in the archaeology of urbanism to global examples of ancient cities.
➢ Develop cross-cultural sensitivity with regard to the management of, and research into, material remains and cultural heritage of ancient cities.
➢ Identify attributes of ancient cities that enable us to better understand 21st century cities.

Lectures: Hybrid. Synchronous, online, weekly: M 2:00 PM - 3:15 PM, delivered via Zoom. Asynchronous lectures and activities will be posted online as weekly modules (D2L)

Office Hours: By appointment (Zoom)

EMAIL: ELIZABETH.PARIS@UCALGARY.CA

Please expect 48 hours for a response. If more than 48 hours have passed with no reply, check the email address and re-send. Please use your UCalgary email address for course business, and expect responses to emails during business hours (9 AM to 5 PM MT). Weekend responses will be limited to emergency circumstances. Please include "ARKY 490" in the email subject line.

REQUIRED READINGS

Course textbooks:

The Cambridge World History Volume 3: Early Cities in Comparative Perspective, 4000 BCE–1200 CE. Edited by Norman Yoffee. Cambridge University Press, 2015. Ebook available through the TFDL.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CHO9781139035606

Additional readings will be listed on D2L. Links to articles, ebook chapters and videos will be posted on D2L in modules that correspond to the week in which they are due.

All readings are required!

COURSE STRUCTURE

This course is based on a hybrid, flipped classroom model. In a flipped classroom model, students watch lectures and read assignments outside of course meetings, prior to the meeting for which they are assigned. Weekly synchronous meetings will include discussions of readings, answering student questions, and presentations related to the Ancient City Project.

Grades will be based on the following course activities:

1.	Discussion leadership	**10%**	**50 marks**	Chosen during Week 2
2.	Ancient Cities Exam	**15%**	**75 marks**	Wednesday, April 7, due on D2L
3.	Ancient City Project	**40%**	**200 marks**	Weekly, see project assignment sheet
4.	Final paper	**35%**	**175 marks**	Monday, April 12, due on D2L

NOTE: There is <u>no</u> registrar-scheduled final examination for this course.

In this class, grades are assigned according to the following chart:

Percentages	Letter grade	Interpretation
97-100%	A+	*The A range denotes excellent performance.*
90-96%	A	
86-89%	A-	
82-85%	B+	*The B range denotes good performance.*
78-81%	B	
74-77%	B-	
70-73%	C+	*The C range denotes satisfactory performance.*
66-69%	C	
62-65%	C-	
56-61%	D+	*The D range denotes unsatisfactory performance.*
50-55%	D	
<50%	F	*An F denotes failing performance.*

EVALUATION METHODS

1. DISCUSSION LEADERSHIP (10%)

In Week 2, students will sign up to lead one week of discussion for the class. Depending on enrollment, you may sign up in groups. The groups do not have to be the same as the groups for the Ancient City project. In Week 3, the student(s) will be responsible for choosing which of the articles the class will read among the options presented on the course schedule. In addition, each student will submit two exam questions per reading, which will be potential options for the Ancient Cities Exam (see below). Students will be graded on the quality and appropriateness of the questions.

Synchronous course meetings will include discussions and questions in a seminar format:

- Please come to class ready to talk about the required reading/assignments, in a way that demonstrates to me that you have done the readings and thought seriously about them. Please come ready to provide useful questions and comments, both in your turn as discussion leader, and also when your classmates are taking their turns as discussion leader.
- You must follow the rules of course etiquette (see below).
- Participation grades for each course meeting will be assessed out of 2 marks each.
- If you find you are having difficulties in class due to COVID-19 or other events, please email me; it will be hard to turn things around if you wait until the end of the semester to seek help.

2. ANCIENT CITIES EXAM (15%)

On April 7th, students will take an exam on the first 12 weeks of the semester. Students will vote to determine the format of the exam, as well as assist in generating exam questions.

After the first course meeting, students will have a chance to vote on whether particular question formats will be included in the exam. The poll will be conducted on D2L, and the majority of votes will determine the format.

Students will also be asked to contribute to the exam questions. During the week in which students are assigned as discussion leaders, each Discussion Leader will come up with two exam questions for each assigned reading for that week. For the Ancient City projects, each student will come up with three exam questions derived from their digital essay (the essays will be posted on D2L for other students to read and study). The professor reserves the right to use, not use, re-write and randomize exam questions as necessary in order to make the exam fair and balanced for all students. The exam will be designed to be completed in 75 minutes, according to the types of questions asked, as determined by student voting. Students will receive 50% extra time for technical difficulties (as directed by the Provost) or 112.5 minutes total to complete the exam. Students will be graded for the quality of their exam questions as part of the Discussion Leader assignment and Ancient City Project, respectively.

During exams and quizzes, students may only use their textbook and <u>individual</u> notes. However, they are designed such that you must study for the exam in-depth prior to taking the exam. Otherwise, it is very likely that you will run out of time. Extensions will not be given if you run out of time.

Internet sources, group notes, Discord and similar sites, and/or information from other students <u>in any format</u> are forbidden and will be subject to Academic Misconduct policies (see below).

You are allowed ONE attempt to complete the exam (so don't sign off or hit the end button before you are finished). Students with accommodations will be accommodated with their additional time.

3. ANCIENT CITY PROJECT (40%)

In this project, you will work in groups to explore the history of a particular ancient city in world history. You will work individually or as partners, and each week, you will apply research questions to a particular ancient city, and you will work each week to build a digital essay over the course of the semester. This assignment will encourage you to gain in-depth knowledge about a particular ancient city, and to think critically and creatively about how to analyze ancient cities using interdisciplinary concepts of urbanism. You will be graded for your individual essay entries, the overall quality of the digital essay, and the exam questions that you generate about your city. Please see the Ancient City Project assignment sheet and rubric for details.

4. FINAL PAPER (35%)

Your final assignment in this class will consist of a research paper, in which you take the ancient city that formed the focus of your Ancient City project, and compare it to at least one other city. The city that you select for comparison needs to fill one of three criteria: 1) It could be another ancient city from the same culture; 2) It could be a modern city from the same culture; or 3) It could be another ancient city dating to the same time period. Your paper must also explicitly address at least two of the weekly course questions. You may substitute one of the questions for another question of your choice, as long as you get it approved by the professor no later than **April 1st**. If you worked with another student for the Ancient City Project, you will need to choose different second cities for comparison.

Written papers should be typed and should be 10-12 pages of text, double-spaced, with a standard 12 point font (Arial, Calibri, Times New Roman). Figures, tables and references are not counted in the 10-12 page limit, and should conform to either Society for American Archaeology style or Chicago Style (17th edition).

The written version of the final paper must be uploaded to D2L by **Monday, April 12, at 11:59 pm**.

Style guide links:

SAA style:

https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e_6

https://library.cms.ok.ubc.ca/wp-content/uploads/sites/116/2019/08/SAA_Citation_Style_2018Rev1.pdf

Chicago Style:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

As it is possible to turn in written assignments prior to the due date, foreseen schedule conflicts resulting from university athletic competitions, religious observances, etc. must be arranged individually with the professor in advance. Unforeseen emergency or situations should be reported to the professor as soon as possible, and any alternative arrangements will be based on individual circumstances.

Late assignments for the Ancient City Project and the Final Paper will be assessed a 5% penalty per day.

COURSE SCHEDULE

Students should do all readings and assignments during the week before the course meeting for which they are assigned.

Note that this schedule is subject to change at any time at the professor's discretion.

WEEK	DUE DATE	TOPICS AND READINGS
Week 1	M, Jan. 11	**Topic: Introduction to the course**
Week 2	M, Jan. 18	**Topic: What is a city?** Read: ECCP Chapter 1 (Yoffee and Terrenato) Read: Smith, Michael E. 2016. How can archaeologists identify early cities? Definitions, types, and attributes. In Eurasia at the dawn of history: Urbanization and social change, 153-168. (D2L)
Week 3	M, Jan. 25	**Topic: What methods can we use to learn about ancient cities?** Read: Blakeslee, Donald. 2018. The Miguel Map revisited. Plains Anthropologist 63:67-84. (D2L) Read: Casana, Jesse, et al. 2020. A Council Circle at Etzanoa? Multi-sensor Drone Survey at an Ancestral Wichita Settlement in Southeastern Kansas. American Antiquity 85 (1): 1-20 (D2L)
Week 4	M, Feb. 1	**Topic: When did the first cities emerge?** Read: Childe, V. Gordon. 1950. The Urban Revolution. The Town Planning Review 21(1):3-17. (D2L) Read: Childe, V. Gordon. 1957 Civilization, cities, and towns. Antiquity 31(121): 36-38. (D2L) Read (PICK 2): Adams 1960, Cowgill 2004 or Fernández-Gotz 2014 Adams, Robert M. 1960. The Origin of Cities. Scientific American 203(3): 153–172. (D2L) Cowgill, George L. 2004. Origins and Development of Urbanism: Archaeological Perspectives. Annual Review of Anthropology 33: 525-549. (D2L) Fernández-Götz, Manuel, Holger Wendling, and Katja Winger. 2014. Introduction: New Perspectives on Iron Age Urbanisation. In Paths to complexity: centralisation and urbanisation in Iron Age Europe, pp. 1–14. Oxbow Books, Oxford, England ; Philadelphia, Pennsylvania. (D2L)
Week 5	M, Feb. 8	**Topic: How did cities bring ancient communities together?** Read: ECCP Chapter 5 Read (PICK 2): ECCP Chapter 2, ECCP Chapter 3, ECCP Chapter 4, Inomata 2006. Inomata, Takeshi. 2006. Plazas, Performers, and Spectators Political Theaters of the Classic Maya. Current Anthropology 47(5):805-842. (D2L)
Week 6	M, Feb. 15	**Mid-Semester Break**
Week 7	M, Feb. 22	**Topic: What is the relationship between ancient cities and the development of information technologies?**

		Read: ECCP Chapter 10
		Read (PICK 2): ECCP Chapter 6, ECCP Chapter 7, ECCP Chapter 8, ECCP 9, Christian 2000
		Christian, David. 2000 Silk Roads or Steppe Roads? The Silk Roads in World History. Journal of world history 11(1): 1–26. doi:10.1353/jwh.2000.0004.
Week 8	M, Mar. 1	**Topic: How did political relationships and the distribution of power shape ancient cities?**
		Read: ECCP Chapter 18
		Read (PICK 2): ECCP Chapter 16, ECCP Chapter 17, Janusek 2004
		Janusek, John Wayne. 2004. Chapter 7: Urban Transformations in Tiwanaku. In Identity and Power in the Ancient Andes: Tiwanaku Cities Through Time. Taylor & Francis Group, London, (D2L)
Week 9	M, Mar. 8	**Topic: How did built environments shape public and private life in ancient cities?**
		Read: Smith, Michael E. 2007 Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning. Journal of Planning History 6(1):3-47. (D2L)
		Read: Smith, Michael E. 2010. The archaeological study of neighborhoods and districts in ancient cities. Journal of Anthropological Archaeology 29: 137-154. (D2L).
		Read (PICK 1): Carter 2019 or Lehner 2019
		Carter, Alison et al. 2019. Urbanism and Residential Patterning in Angkor. Journal of Field Archaeology 43(6): 492-506. (D2L)
		Lehner, Mark. 2019. Neighborhood to National Network: Pyramid Settlements of Giza. Archaeological Papers of the American Anthropological Association 30(1): 20–38. doi:https://doi.org/10.1111/apaa.12111.
Week 10	M, Mar. 15	**PICK 1 Topic: How did cities shape landscapes and regions?**
		Read: ECCP Chapter 14
		Read (PICK 2): ECCP Chapter 11, ECCP Chapter 12, ECCP Chapter 13, ECCP Chapter 16
		OR: How did ancient people think about the cities they lived in?
		Read: ECCP Chapter 22, ECCP Chapter 21
		Read (PICK 1): ECCP Chapter 19 or ECCP Chapter 20
Week 11	M, Mar. 22	**Topic: What were cities like in ancient empires?**
		Read: ECCP Chapter 26
		Read (PICK 2): ECCP Chapter 23, ECCP Chapter 24, ECCP Chapter 25
Week 12	M, Mar. 29	**Topic: How do ancient and modern cities connect through cultural heritage and tourism?**
		Read: Williams, Tim. 2014. Archaeology: reading the city through time. In Reconnecting the City: The Historic Urban Landscape Approach and the Future of Urban Heritage, 17-45. (D2L)
		Read: Silverman, Helaine. 2002. Touring ancient times: the present and presented past in contemporary Peru. American Anthropologist 104 (3): 881-902. (D2L)
		Read: Low, Setha M. 1995. Indigenous Architecture and the Spanish American Plaza in Mesoamerica and the Caribbean. American Anthropologist 97(4):748-762. (D2L)

Week 13	M, Apr. 5	**Topic: What lessons do ancient cities have for modern cities? Part 1**
		Read: ECCP Chapter 27
		Read (PICK 2): Mrozowski 2012, Smith 2012, Tainter and Taylor 2014
		Mrozowski, Stephen A. 2012 Ethnobiology for a diverse world spaces and natures: archaeology and the political ecology of modern cities. Journal of Ethnobiology 32(2): 129–133. (D2L)
		Smith, Michael E. 2010. Sprawl, squatters and sustainable cities: Can archaeological data shed light on modern urban issues?. Cambridge Archaeological Journal 20(2): 229-253. (D2L)
		Tainter, Joseph A., and Temis G. Taylor. 2014. Complexity, problem-solving, sustainability and resilience. Building Research & Information 42(2) (March 4): 168–181. doi:10.1080/09613218.2014.850599. (D2L)
		Ancient Cities Exam DUE on Wednesday, Apr. 7
Week 14	M, Apr. 12	**Topic: What lessons do ancient cities have for modern cities? Part 2**
		Read: Barthal and Isendhal 2013, Koutsoyiannis et al. 2007, Xu 2018
		Barthal, Stephan and Christian Isendhal. 2013. Urban gardens, agriculture, and water management: Sources of resilience for long-term food security in cities. Ecological Economics 86: 224-234. (D2L)
		Koutsoyiannis, Demetris, Nikos Zarkadoulas, Andreas N. Angelakis, and George Tchobanoglous 2008 Urban water management in Ancient Greece: Legacies and lessons. Journal of water resources planning and management 134(1): 45–54.
		Xu, Ye-Shuang, Shui-Long Shen, Yue Lai, and An-Nan Zhou. 2018. Design of sponge city: Lessons learnt from an ancient drainage system in Ganzhou, China. Journal of Hydrology 563: 900–908. doi:10.1016/j.jhydrol.2018.06.075. (D2L)
	Wednesday, Apr. 14	**Final Paper DUE on D2L on Wednesday, April 14 at 11:59 pm**

TECHNOLOGY FAILURE, LATE POLICIES AND DEFERRALS

We are in unique global circumstances due to COVID-19 and international events. If emergency circumstances arise, please contact Dr. Paris by email as soon as possible.

If the issue is related to a computer crash during a quiz or exam, please email Dr. Paris as soon as possible, following the incident. Please document the problem and circumstances as thoroughly as possible, using a phone, camera, or screenshot. In most cases, you will be asked to seek help from Information Technology so that they may diagnose the cause of the problem. Their email is itsupport@ucalgary.ca and their phone number is 403-220-5555. In most cases you will be required to forward the ticket from IT to Dr. Paris before further steps are considered.

Please take all possible steps under your control to make sure that your assessments go smoothly. For stability, please take quizzes and exams on a laptop rather than a tablet or smartphone. Please make sure that you are connected to a stable internet connection; if possible, an Ethernet cable provides more stability than Wifi. Please make sure to close down unnecessary background apps/programs, files, and browser tabs that might interfere with the exam. Please make sure to optimize your test-taking environment and communicate in advance with family/friends to prevent distractions as much as possible.

You are allowed ONE attempt to complete the exam (so don't sign off or hit the end button before you are finished). If a technological failure occurs during the exam or if there are on-going emergency

circumstances, the professor may decide to grade the quiz or exam as a proportion of the questions attempted, or transfer the percentage weight for a quiz to another assignment, normally the final exam. If a technological failure occurs, the student may be required to take the exam in a different format (e.g. short-answer or essay-style questions).

Late assignments for the Ancient City Project and the Final Paper will be assessed a 5% penalty per day.

As per university policy, deferred exams may be approved for the following reasons: illness, religious conviction, or domestic affliction.

CLASSROOM ATMOSPHERE

➢ Treat everyone in the class as a colleague—show respect to both your fellow students and professor, even if you strongly disagree with someone's opinion. Be friendly, courteous and kind during online discussions and posted responses.

➢ Please be aware that all synchronous course meetings will be recorded and posted to D2L. Please also be aware that any posts on discussion forums will be visible to other students.

➢ Passwords and logins for D2L, Zoom, and all course content, including lectures and recorded meetings, may not be shared with anyone. Only students enrolled in the course may participate in the course.

➢ Please keep your microphones muted in Zoom unless it is your turn to speak. For synchronous activities, due to the size of the class, microphones may be muted by the professor as a default. Please make sure that any video content, posts or responses contribute to a positive atmosphere and are not distracting, otherwise, inappropriate conduct will be documented and reported to the university.

➢ All course content is the intellectual property of the professor, with the exception of external links. You may not make or duplicate video and audio recordings of synchronous sessions without the explicit consent of the professor, nor transfer them to another student, whether or not that student is enrolled in the course. Please see the Statement on Instructor Intellectual Property below.

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.

GUIDELINES FOR ZOOM SESSIONS
Zoom is a video conferencing program that will allow us to meet at specific times for a "live" videoconference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the professor's permission.

The use of video conferencing programs relies on 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

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. The professor or teaching assistant 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. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the professor explaining why, so the professor 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 may be required to turn on their web camera at any time during synchronous course meetings to participate in group activities, and may otherwise set their avatar to a still image that is classroom-appropriate.

The professor will record all online Zoom class sessions for the purposes of supporting student learning in this class, and will make the recordings available for review of the session. These recordings are only for the purpose of supporting student learning and will not be shared or used for any other purpose. Automatic captioning will be enabled whenever it is available.

PLAGIARISM AND CHEATING

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.

During exams and quizzes, students may only use their textbook and individual notes. However, they are designed such that you must study for the exam in-depth prior to taking the exam. Otherwise, it is very likely that you will run out of time. Extensions will not be given if you run out of time.

Please respect the integrity of the examination process. Sharing information with any other students (enrolled in the course or not) is strictly prohibited. It will automatically result in a grade of zero marks for the assignment for any student involved, and will be referred for disciplinary action. This includes any type of consultation with other students or other individuals either in person, by cell phone or electronically during exams. Students cannot take and/or distribute screen shots of any parts of the exam or use the internet during exams. Students should not engage in discussion of exam questions with other students during the 24 hour period when the exam window is open. Grades will not be released until all students have completed the exam or quiz.

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 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

Please help support Academic Integrity in this course. Unfortunately, academic misconduct will automatically result in a grade of zero marks for the assignment, and will be reported to the University, which may result in additional University sanctions.

STATEMENT ON INSTRUCTOR INTELLECTUAL PROPERTY

All course material provided by the professor includes copyright protected works under the Copyright Act. Except in the case of a third-party copyright holder, all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, demonstrations, performances, electronic (computer) information, instructor notes, etc. are the intellectual property of the professor (and/or the guest instructor, in that case). Sharing or duplication of course material, the translation of recordings, or transcriptions of any of these materials to another form by electronic or mechanical means by students, including the duplication of electronic versions of textbooks, 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 professor.
- ❖ For any use of supplementary course materials provided through a formal accommodation, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the professor 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 personal written notes of Zoom discussions, recorded lectures, demonstrations etc., but many not record and distribute the content under any circumstances. Recordings are only permitted when made or shared by the professor, and remain the intellectual property of the professor.

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/intellectual-property-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 unauthorised sharing of course materials. Students who use material protected by copyright in violation of this policy may be disciplines under the Non-Academic Misconduct Act.

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed in the University Calendar at: https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their professor or the Department Head (email:pcdawson@ucalgary.ca).

STATEMENT 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

WRITING ACROSS THE CURRICULUM

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance.

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

SAFEWALK

Safewalk 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.