



number of marks will be converted to the official university letter grade system according to the following equivalences:

<b>A+</b>	100 - 94.9%	<b>B+</b>	84.8 – 79.9%	<b>C+</b>	70.8– 66.9%	<b>D+</b>	58.8 – 54.9%
<b>A</b>	94.8 - 89.9%	<b>B</b>	79.8 - 74.9%	<b>C</b>	66.8 – 62.9%	<b>D</b>	54.8 – 49.9%
<b>A-</b>	89.8 - 84.9%	<b>B-</b>	74.8 – 70.9%	<b>C-</b>	62.8 – 58.9%	<b>F</b>	49.8% and below

**INSTRUCTOR’S OFFICE HOURS:** by appointment.

**EMAILING TO INSTRUCTOR:** Students are welcome to forward their questions and comments to the instructor or TA’s email indicated at the top of this document.

### **COMMUNICATION ETIQUETTE VIA EMAIL:**

- ✚ Please use your university account when possible. Otherwise, use an account with an appropriate name (example of an unacceptable email: sexymama@gmail.com).
- ✚ Use a clear subject line that includes the course name and the topic of the email, such as: “ANTH 203. Question about my schedule.”
- ✚ Please be respectful (i.e., not too casual) when addressing either myself or your TA in an email. Use an appropriate greeting (acceptable: “Dear Dr. Yessenova;” unacceptable: “Hey there”).
- ✚ Keep in mind that answers to the questions concerning the matters clearly stated on the course outline will not be provided.
- ✚ Keep question(s) short and to the point. Show that you have made an effort to find the answer first in the text and lecture material (or even an outside source). State what you know in relation to what you are having a difficult time understanding.
- ✚ Include your full name and student ID in the signature of your email.
- ✚ Allow 48 hours for a response, excluding weekends and holidays.

Please note: we may choose not to respond to emails that do not follow the format outlined above.

### **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, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

### **STUDENT ACCESSIBILITY SERVICES ACCOMMODATIONS**

Student Accommodations. Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at <https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403)220-8237.

Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

### **ACADEMIC MISCONDUCT**

Academic dishonesty is an unacceptable activity at the University of Calgary and students are strongly advised to read the Student Misconduct section of the University Calendar. Quite 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 you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

### **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.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

*The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternate arrangements with the course instructor early in the term.*

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and 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.

#### **COPYRIGHT LEGISLATION:**

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) 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.

#### **SUPPORT AND RESOURCES**

Information that is not course-specific related can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

**Note:** information here includes

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

#### **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s).

Plagiarism will not be tolerated and will automatically result in a failing grade for the submission.

Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

#### **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test,

etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

## **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

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

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

## **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

## TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

## 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

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

## Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

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**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

## SCHEDULE OF LECTURE TOPICS, FILMS & REQUIRED READINGS

Date	Topics/film titles/exams	Readings
5 Sept	<b>No class: instructor is at the conference.</b>	
10 Sept	Introduction to the course. Anthropology and the environment.	
12 Sept	The Earth and Us: milestones in energy extraction. The future of energy: notes from Astana Expo 2017.	Kottak, C. "The new ecological anthropology". <i>American Anthropologist</i> 101.1 (1999): 23 – 35.
17 Sept	Film: <i>Line in the Sand: A Glimpse into the Context and Consequences of the Northern Gateway Pipeline</i> by Tomas Borsa & Jean-Philippe Marquis, 2015 (80 min).	Chakrabarty, D. "The climate of history: Four theses." <i>Critical inquiry</i> 35.2 (2009): 197-222.
19 Sept	Film discussion. Cold War and the start of the nuclear age: being nuclear.	Hecht, G. "Nuclear ontologies" <i>Constellations</i> 13.3 (2006): 320—331).
24 Sept	<b>First take-home assignment is posted on D2L.</b> Introduction to Kate Brown's <i>Manual for Survival</i> . In the wake of the catastrophe.	Brown, "Introduction" and Part I: 1 – 80.
26 Sept	Film discussion: <i>Chernobyl</i> by Johan Renck, HBO, 2019. <i>Chernobyl Diaries</i> by Brad Parker, STARZ, 2012. Both films are available on Crave TV.	Brown, "Introduction" and Part I: 1 – 80.
1 Oct	Radiation, science, and globalization of the environment.	Brown, Part II: 81 – 118.
3 Oct	Reinvention of nature.	Brown, Part III: 119 – 144.
8 Oct	<b>First take-home assignment is due.</b> 'Nuclear' politics of post-apocalypse.	Brown, Part IV: 145 – 162.
10 Oct	Knowledge and embodied suffering.	Brown, Part V: 163 – 210.
15 Oct	Internationalization/compartmentalization of knowledge.	Brown, Part VI: 211 – 287.
17 Oct	Film: <i>Pandora's Promise</i> by Robert Stone, 2013 (87 min).	Brown, Part VI: 211 – 287.
22 Oct	Film discussion. Energy futures: Atom and Cosmos Exposed.	
24 Oct	<b>Second take-home assignment is posted on D2L.</b> On the possibility of life in (state) socialist ruins.	Brown, Part VII and Conclusion: 287 – 312.
29 Oct	Situating the Chernobyl catastrophe.	Brown, K. "Learning to read the great Chernobyl acceleration: literacy in the more-than-human landscapes." <i>Current Anthropology</i> 60.S 20 (2019): S198-S208.
31 Oct	Introduction to Anna Tsing's <i>The Mushroom at the End of the World</i> (or "On the possibility of life in capitalist ruins").	Tsing, <i>Enabling Entanglements and Prologue</i> : vii – 10.

5 Nov	What's left?	Tsing, Part I: 11 – 44.
7 Nov	After progress: Salvage Accumulation.	Tsing, Part II: 55 – 108.
12 Nov	<b>Term break: no class</b>	
14 Nov	<b>Term break: no class</b>	
19 Nov	<b>Second take-home assignment is due.</b> After progress: Salvage Accumulation.	Tsing, Part II: 109 – 136.
21 Nov	<b>No class: instructor is at the conference</b>	
26 Nov	Disturbed Beginnings: Unintentional design.	Tsing, Part III: 149 – 216.
28 Nov	Disturbed Beginnings: Unintentional design.	Tsing, Part III: 217 – 250.
3 Dec	In the Middle of Things.	Tsing, Part IV: 251 – 288.
5 Dec	Course overview and final assignment discussion.	