



## ANCIENT CITIES IN ARCHAEOLOGICAL PERSPECTIVE

**ARKY 440 (LEC01)**

**Dr. Elizabeth Paris**

**Location: ES 859**

**GFC Hours 3-0**

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**

**Lecture: MW 9:30 – 10:45**

**Fall 2022**

**FACULTY OF ARTS**

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**Office Hours:** By appointment

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 440" in the email subject line.

### 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.

### READINGS AND TEXTBOOKS

#### REQUIRED READINGS:

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>

Readings from the relevant literature as indicated in the Course Schedule – links provided on D2L

Please check the Course Schedule below for readings and due dates. Links to articles, book chapters and videos will be posted on D2L in modules that correspond to the week in which they are due.

### REQUIRED TECHNOLOGY

In order to successfully engage in assignments for this course, please make sure that you have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Word processing software (Instruction will be given using MS Word; Google Docs can also be used)
- Presentation software (Instruction will be given using MS Powerpoint; Google Slides can also be used)

- D2L

Recommended: A stable internet connection, web camera, microphone, Zoom.

## LEARNING OUTCOMES

By the end of this course, students will be expected 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 21<sup>st</sup> century cities.

## COURSE ACTIVITIES

Grades will be based on the following course activities. Marks for each activity will be converted into a percentage of the total course grade according to the following rubric:

1.	Participation	<b>10% 50 marks</b>	Starts in Week 3
2.	Discussion leadership	<b>15% 75 marks</b>	Chosen during Week 2
3.	Annotated bibliography	<b>10% 50 marks</b>	Monday, Oct. 3
4.	Midterm Paper	<b>30% 150 marks</b>	Wednesday, Nov. 16
5.	Final Paper	<b>35% 175 marks</b>	Wednesday, Dec. 7

**NOTE: There is no registrar-scheduled final examination for this course. Students do not need to pass each individual course component in order to pass the course as a whole.**

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

Percentages	Letter grade	Interpretation
95-100%	A+	<i>The A range denotes excellent performance.</i>
90-94.9%	A	
85-89.9%	A-	
80-84.9%	B+	<i>The B range denotes good performance.</i>
75-79.9%	B	
71-74.9%	B-	
67-70.9%	C+	<i>The C range denotes satisfactory performance.</i>
63-66.9%	C	
59-62.9%	C-	
55-58.9%	D+	<i>The D range denotes unsatisfactory performance.</i>
50-54.9%	D	
<50%	F	<i>An F denotes failing performance.</i>

# COURSE REQUIREMENTS AND ASSESSMENT

## 1. Participation (10%)

This course involves both lecture and discussion, and students will be graded for their participation during in-class discussions and activities.

Grading for "participation" assumes that you come to class regularly and on time, ready to talk about the required reading/assignments. In-class comments during discussion should demonstrate to that you have done the readings and thought seriously about them. Please come ready to provide helpful questions and comments, particularly when your classmates are taking their turns as discussion leader. It is important to follow the rules of course etiquette in order to receive full participation marks (see below).

Participation will be calculated from a total of 20 course meetings, starting in Week 3. Two late arrivals (i.e., walking into class after course activities have begun) will count as one absence when calculating participation. Where the instructor grants an exemption, the participation grade will be calculated as a proportion from the course meetings attended.

If you find you are having difficulties participating in class discussions, please visit office hours or reach out to the professor by email early in the semester. Please do not wait to turn things around until the end of the semester, as it may not be possible to have a substantial impact on your course mark.

## 2. DISCUSSION LEADERSHIP (15%)

In Week 2, students will sign up to lead one week of discussion for the class on Discussion days. Normally, students will be asked to sign up in groups of three. Each student will choose one of the reading options (chapters or articles) assigned for their discussion day. An alternate article may be substituted with advance approval of the professor, no less than 36 hours prior to the assigned Discussion day, so that the link can be posted on D2L. Each student will prepare a 10-minute presentation on their chosen article, in which they should evaluate the article and explain how it relates to the topic, and to the article assigned for the lecture for their topic. A Powerpoint to accompany the presentation is not required, but may be useful if the student wishes to show images that are relevant to their reading.

Following the presentations, the discussion leaders will lead a discussion of the readings with the class. Each of the discussion leaders should prepare a list of at least five questions that they will use to prompt questions and comments from their classmates. At the end of the class period, the discussion leaders will submit their lists of questions to the professor, to be evaluated as part of the assignment mark. All other students are encouraged to prepare questions and comments for the discussion as part of their participation mark.

## 3. ANCIENT CITY PROJECT (75% total)

In this project, you will explore the history of a particular ancient city in world history. Over the course of the semester, you will apply the research questions of each week to a particular ancient city, and you will work to build your final paper 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. Please see the Ancient City Project assignment sheet and rubric on D2L for detailed descriptions of each assignment.

The assignment will have three components:

ANNOTATED BIBLIOGRAPHY (10%), Due Monday, October 3<sup>rd</sup>.

The annotated bibliography will consist of a minimum of 10 peer-reviewed scholarly sources on the ancient city that you have chosen for your ancient city project, and that you plan to draw upon for your Midterm Paper and Final Paper. For each source, an annotation must briefly summarize the book, chapter or article, and explain its relevance to the paper.

MIDTERM PAPER (30%), Due Wednesday, November 16<sup>th</sup>

The Midterm Paper will ask you to explore the history of a particular ancient city in world history. You will apply research questions listed in the weekly topics of the course schedule to the particular ancient city (Weeks 4-9). 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.

FINAL PAPER (35%), Due Wednesday, December 7<sup>th</sup>

The Final Paper will encourage you to build upon the Midterm Paper, to create a research paper based around your research question. Your Final Paper will ask you to take the ancient city that formed the focus of your Ancient City project, and consider it in a broader scholarly context. You may choose one of several options for your final paper: 1) You may compare your ancient city to at least one other ancient city from the same culture; 2) You may compare your ancient city to at least one other city in the ancient world across a similar dimension of urbanism (e.g. two imperial capitals); or 3) You may analyze particular aspects of urbanism of at least two ancient cities, and what lessons they may have for modern cities.

#### MAKEUP POLICY

Consistent attendance and participation are necessary to do well in this course. 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.

If you fall ill with COVID19 or another serious contagious illness, please follow all university and AHS guidelines with regard to isolation and testing recommendations: <https://www.alberta.ca/isolation.aspx>. Please do not attend in-person classes until your recommended isolation period is complete, and follow any masking recommendations. Please contact Dr. Paris by email to report the situation. Deferred exams/assignments, make-up activities and/or grade redistribution will be considered on a case-by-case basis.

Participation: Participation in discussions will be assessed on a daily basis. Each student is typically allowed one absence without penalty.

Discussion Leader: Students should choose their Discussion Leader assignment dates carefully to avoid conflicts with foreseen scheduling issues resulting from university athletic competitions, religious observances, assignments and exams for other courses, etc. If there are ongoing emergency circumstances that result in missing their Discussion Leader class meeting, the student should notify Dr. Paris within 48 hours. Please be prepared to explain the circumstances and/or provide documentation (see above). Students who miss their presentation date will be given an opportunity to make up their Discussion Leader assignment during the last course meeting on Wednesday, Dec. 7<sup>th</sup>. If an exemption is granted, the student will be able to make up the assignment with no late penalty. If the absence does

not meet the criteria for medical/emergency circumstances, the student will also be allowed to make up their Discussion Leader assignment, but their assignment mark will be assessed with a 15% penalty (decreased by a full letter grade).

Ancient City Project (Annotated bibliography, Midterm Paper, and the Final Paper): 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. If there are ongoing medical/emergency circumstances that result in a late assignment, please notify Dr. Paris within 48 hours. Please be prepared to explain the circumstances and/or provide documentation (see above). If the situation does not meet the criteria for medical/emergency circumstances, late submissions will be assessed a 5% penalty per day.

#### REAPPRAISAL OF STUDENT WORK

There are standardized policies on both reappraisal of term work and of final grades. Please refer to them here:

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>

## COURSE SCHEDULE

Students should do all readings and assignments during the week in which they are assigned.

\*\*Note that the topics and readings are subject to change at any time at the professor's discretion.

WEEK	DUE DATE	TOPICS AND READINGS
Week 1	W, Sept. 7	<b>Topic: Introduction to the course</b>
Week 2	M, Sept. 12	<b>Topic: What is a city? (Lecture)</b> Read: ECCP Chapter 1 (Yoffee and Terrenato)
	W, Sept. 14	<b>Topic: What is a city? (Discussion)</b> Read: Smith, Michael E. 2016. How can archaeologists identify early cities? Definitions, types, and attributes. In <i>Eurasia at the dawn of history: Urbanization and social change</i> , 153-168. (D2L)
Week 3	M, Sept. 19	<b>Topic: What methods can we use to learn about ancient cities? (Lecture)</b> Raja, Rubina, and Søren M. Sindbæk. 2020 Urban Networks and High-Definition Narratives: Rethinking the Archaeology of Urbanism. <i>Journal of Urban Archaeology</i> 2: 173–186.
	W, Sept. 21	<b>Topic: What methods can we use to learn about ancient cities? (Discussion)</b> Read: Blakeslee, Donald. 2018. The Miguel Map revisited. <i>Plains Anthropologist</i> 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. <i>American Antiquity</i> 85 (1): 1-20 (D2L)
Week 4	M, Sept. 26	<b>Topic: When did the first cities emerge? (Lecture)</b> Read: Childe, V. Gordon. 1950. The Urban Revolution. <i>The Town Planning Review</i> 21(1):3-17. (D2L)

		Read: Childe, V. Gordon. 1957 Civilization, cities, and towns. <i>Antiquity</i> 31(121): 36-38. (D2L)
Week 5	W, Sept. 28	<p><b>Topic: When did the first cities emerge? (Discussion)</b></p> <p>Read (PICK 2): Adams 1960, Cowgill 2004 and Fernández-Götz 2014</p> <p>Adams, Robert M. 1960. The Origin of Cities. <i>Scientific American</i> 203(3): 153-172. (D2L)</p> <p>Cowgill, George L. 2004. Origins and Development of Urbanism: Archaeological Perspectives. <i>Annual Review of Anthropology</i> 33: 525-549. (D2L)</p> <p>Fernández-Götz, Manuel, Holger Wendling, and Katja Winger. 2014. Introduction: New Perspectives on Iron Age Urbanisation. In <i>Paths to complexity: centralisation and urbanisation in Iron Age Europe</i>, pp. 1-14. Oxbow Books, Oxford, England ; Philadelphia, Pennsylvania. (D2L)</p>
	M, Oct. 3	<p><b>Topic: How did cities bring ancient communities together? (Lecture)</b></p> <p>Read: ECCP Chapter 5</p> <p><b>ANNOTATED BIBLIOGRAPHY DUE on D2L at 11:59 pm</b></p>
	W, Oct. 5	<p><b>Topic: How did cities bring ancient communities together? (Discussion)</b></p> <p>Read (PICK 2): ECCP Chapter 2, ECCP Chapter 3, ECCP Chapter 4, Inomata 2006.</p> <p>Inomata, Takeshi. 2006. Plazas, Performers, and Spectators Political Theaters of the Classic Maya. <i>Current Anthropology</i> 47(5):805-842. (D2L)</p>
Week 6	M, Oct. 10	<b>THANKSGIVING DAY—No class</b>
	W, Oct. 12	<p><b>Topic: What is the relationship between ancient cities and the development of information technologies? (Lecture)</b></p> <p>Read: ECCP Chapter 10</p>
Week 7	M, Oct. 17	<p><b>Topic: What is the relationship between ancient cities and the development of information technologies? (Discussion)</b></p> <p>Read (PICK 2): ECCP Chapter 6, ECCP Chapter 7, ECCP Chapter 8, ECCP 9, Christian 2000</p> <p>Christian, David. 2000 Silk Roads or Steppe Roads? The Silk Roads in World History. <i>Journal of world history</i> 11(1): 1-26. doi:10.1353/jwh.2000.0004.</p>
	W, Oct. 19	<p><b>Topic: How did political relationships and the distribution of power shape ancient cities? (Lecture)</b></p> <p>Read: ECCP Chapter 18</p>
Week 8	M, Oct. 24	<p><b>Topic: How did political relationships and the distribution of power shape ancient cities? (Discussion)</b></p> <p>Read (PICK 2): ECCP Chapter 16, ECCP Chapter 17, Janusek 2004</p> <p>Janusek, John Wayne. 2004. Chapter 7: Urban Transformations in Tiwanaku. In <i>Identity and Power in the Ancient Andes: Tiwanaku Cities Through Time</i>. Taylor &amp; Francis Group, London, (D2L)</p>
	W, Oct. 26	<p><b>Topic: How did built environments shape public and private life in ancient cities? (Lecture)</b></p> <p>Read: Smith, Michael E. 2007 Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning. <i>Journal of Planning History</i> 6(1):3-47. (D2L)</p>

<b>Week 9</b>	M, Oct. 31	<p><b>Topic: How did built environments shape public and private life in ancient cities? (Discussion)</b></p> <p>Read (PICK 2): Smith 2010, Carter 2019, Lehner 2019</p> <p>Smith, Michael E. 2010. The archaeological study of neighborhoods and districts in ancient cities. <i>Journal of Anthropological Archaeology</i> 29: 137-154. (D2L).</p> <p>Carter, Alison et al. 2019. Urbanism and Residential Patterning in Angkor. <i>Journal of Field Archaeology</i> 43(6): 492-506. (D2L)</p> <p>Lehner, Mark. 2019. Neighborhood to National Network: Pyramid Settlements of Giza. <i>Archaeological Papers of the American Anthropological Association</i> 30(1): 20–38. doi:<a href="https://doi.org/10.1111/apaa.12111">https://doi.org/10.1111/apaa.12111</a>.</p>
	W, Nov. 2	<p><b>How did ancient people think about the cities they lived in? (Lecture)</b></p> <p>Read: ECCP Chapter 19</p>
<b>Week 10</b>	M, Nov. 7	<b>TERM BREAK</b>
	W, Nov. 9	<b>TERM BREAK</b>
<b>Week 11</b>	M, Nov. 14	<p><b>How did ancient people think about the cities they lived in? (Discussion)</b></p> <p>Read (PICK 2): ECCP Chapter, 20 ECCP Chapter 21, ECCP Chapter 22</p>
	W, Nov. 16	<p><b>Topic: What were cities like in ancient empires? (Lecture)</b></p> <p>Read: ECCP Chapter 26</p> <p><b>MIDTERM PAPER DUE on D2L at 11:59 pm</b></p>
<b>Week 12</b>	M, Nov. 21	<p><b>Topic: What were cities like in ancient empires? (Discussion)</b></p> <p>Read (PICK 2): ECCP Chapter 23, ECCP Chapter 24, ECCP Chapter 25</p>
	W, Nov. 23	<p><b>Topic: How do ancient and modern cities connect through cultural heritage and tourism? (Lecture)</b></p> <p>Read: Williams, Tim. 2014. Archaeology: reading the city through time. In <i>Reconnecting the City: The Historic Urban Landscape Approach and the Future of Urban Heritage</i>, 17-45. (D2L)</p>
<b>Week 13</b>	M, Nov. 28	<p><b>Topic: How do ancient and modern cities connect through cultural heritage and tourism? (Discussion)</b></p> <p>Read (PICK 2): Greenberg 2009, Silverman 2002, Low 1995.</p> <p>Read: Greenberg, Raphael. 2009 Towards an Inclusive Archaeology in Jerusalem: The Case of Silwan/The City of David. <i>Public Archaeology</i> 8(1): 35–50. doi:10.1179/175355309X402745.</p> <p>Read: Silverman, Helaine. 2002. Touring ancient times: the present and presented past in contemporary Peru. <i>American Anthropologist</i> 104 (3): 881-902. (D2L)</p> <p>Read: Low, Setha M. 1995. Indigenous Architecture and the Spanish American Plaza in Mesoamerica and the Caribbean. <i>American Anthropologist</i> 97(4):748-762. (D2L)</p>
	W, Nov. 30	<p><b>Topic: What lessons do ancient cities have for modern cities? (Lecture)</b></p> <p>Read: ECCP Chapter 27</p>
<b>Week 14</b>	M, Dec. 5	<p><b>Topic: What lessons do ancient cities have for modern cities? (Discussion)</b></p> <p>Read (PICK 2): Mrozowski 2012, Smith 2012, Barthel and Isendhal 2013</p>



	<p>Mrozowski, Stephen A. 2012 Ethnobiology for a diverse world spaces and natures: archaeology and the political ecology of modern cities. <i>Journal of Ethnobiology</i> 32(2): 129–133. (D2L)</p> <p>Smith, Michael E. 2010. Sprawl, squatters and sustainable cities: Can archaeological data shed light on modern urban issues?. <i>Cambridge Archaeological Journal</i> 20(2): 229-253. (D2L)</p> <p>Barthal, Stephan and Christian Isendhal. 2013. Urban gardens, agriculture, and water management: Sources of resilience for long-term food security in cities. <i>Ecological Economics</i> 86: 224-234. (D2L)</p>
W, Dec. 7	<p><b>Topic: Final Discussion</b></p> <p>Read: TBA</p> <p><b>FINAL PAPER DUE on D2L at 11:59 pm</b></p>

## COURSE POLICIES

### CLASSROOM ETIQUETTE

- Please make this class a scheduling priority. It is important to arrive on time. Please only leave class before the end of the period if there is an emergency, in which case, please notify the instructor as soon as possible.
- Treat everyone in the class as a colleague—show respect to both your fellow students and myself, even if you strongly disagree with someone's opinion. Be friendly, courteous and kind during discussions. Do not talk over or interrupt the instructor or other students.
- Silence and stow your phones, and do not use them during class. They are distracting to everyone.
- Only use laptops and tablets for note-taking purposes. Using them for other activities is highly distracting. If your laptop or tablet is distracting the instructor or your fellow students, you will be asked to place it on the podium for the remainder of the class period, and you will lose participation points for that day.
- You may not make video and audio recordings of lectures and review 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.

## 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>.

### ACADMIC 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, please attend one of the 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
- Emergency Evacuation/Assembly Points
- Safewalk

## IMPORTANT DATES

The last day to drop this course with no "W" notation and still receive a tuition fee refund is Thursday, September 15th, 2022. Last day add/swap a course is Friday, September 16th, 2022. The last day to withdraw from this course is Wednesday, December 7th, 2022.

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