

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY  
COURSE OUTLINE**

**Global Development Studies 201 – Introduction to Global Development Studies  
Winter 2022**

## 1 Course Introduction

### 1.1 Key Information

#### **Classroom Location, Days and Times**

Lectures: Tuesdays & Thursdays @ 9:30 - 10:45

Location: January ONLINE (Zoom); February-April - **ENA 101**

Classes held in person will follow all applicable guidelines for prevention of COVID-19 transmission

#### **Instructor Name and Contact**

Darren Hedley, PhD

[darren.hedley@ucalgary.ca](mailto:darren.hedley@ucalgary.ca)

Telephone (403) 220-2063 (during office hours)

Office Hours @ ES 602J

Thursdays 2:00 – 5:00 pm, or by appointment

Students can contact the instructor during working hours, generally by email, please use your @ucalgary email. I will strive to answer within 24-48 hours if not earlier, and will advise in advance if other work responsibilities may restrict my ability to respond immediately.

|                       |  |
|-----------------------|--|
| Teaching Assistant 1: | Karla Oliveira   |
| E-Mail:               | <a href="mailto:karla.oliveira@ucalgary.ca">karla.oliveira@ucalgary.ca</a>       |
| Teaching Assistant 2: | Arafat Mamyrbekov  |
| E-Mail:               | <a href="mailto:arafat.mamyrbekov@ucalgary.ca">arafat.mamyrbekov@ucalgary.ca</a> |

### 1.2 Published Course Description

An interdisciplinary course focusing on development in both a northern and international context. Explores factors that shape development processes; introduces concepts and issues such as poverty; colonialism and self-determination; human ecology and sustainable development; and appropriate technology. Examines the origins, purposes, and performance of contemporary national and international institutions and their effect on people in different geographical and socio-economic contexts.

### 1.3 Focused Course Description

This course is designed to provide students with a strong foundation and understanding of the major theoretical concepts, and methodological debates and approaches that have informed global development thinking, policy, and practice over the past 70 years. The emphasis will be to

examine the historical context in which different theoretical and practical approaches to development have emerged and their current implications for both “developed” and “developing” countries. A critical attitude will be encouraged through review of diverse views on sustainable development, but especially encouraging a reflective, learning approach to development practice. An emphasis will be on bringing the perspective of development work into the classroom, through the instructor’s experiences and the inputs of numerous guest speakers. The global framework of the Sustainable Development Goals will be a key reference.

Drawing on national and international case studies, the course will examine the meanings of the term “development” and the historical processes behind the emergence of major global complex development issues, such as poverty, inequality, exclusion, injustice and unsustainable use of resources etc. Students will have the unique opportunity to critically reflect and analyze how certain parts of the world came to be classified as “underdeveloped” and are in need of “development” solutions. Students are strongly urged to use this opportunity to “think outside the box” and open their minds to the possibility that no single theoretical position has all the answers to today’s development challenges; and thus, there is the need to consider new ways of conceptualizing and addressing developmental problems around the world.

The objective of this course is to provide students with the tools and theoretical foundation for understanding, critically analyzing, and assessing the various debates relating to development, in both international and local contexts from an interdisciplinary perspective. The course is also aimed at providing a strong foundation for subsequent courses in Global Development Studies.

#### 1.4 Course Learning Outcomes

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

- explain and discuss the basic concepts and theories of development including its changing definitions over the course of the twentieth century to the present
- critically evaluate the strengths and weaknesses of the main concepts and theories that have informed past and current development practices, in both international and local contexts, from an interdisciplinary perspective
- discuss key social, political, cultural, economic and environmental dynamics of several countries, and understand some of the development options available for them
- explain and discuss how global processes and forces, and national and local experiences shape societal problems (e.g., poverty; injustice; debt, refugee, immigration and environmental crises etc.), and create challenges to, and opportunities for development
- discuss and explain the roles of the different development actors, and participate in conversations about their roles and impact, and in how to increase their effectiveness
- Understand and explain the process of development in terms of participation and governance, goals, plans, policies, programs and projects
- have honed their skills at critical reading, critical thinking, and critical writing on global development issues and debates.

#### **Learning Technologies and Requirements**

In order to successfully engage in this course, students are required to have reliable access to the following technology.

- A computer with a supported operating system, a word processor (e.g. Word), as well as

- the latest security and malware updates
- access to the internet, to use D2L, Quizziz (details to be provided in class) and the library, obtain articles, and access other media or occasional lectures, with a current and updated web browser

## 2 Course Plan

### 2.1 Learning Resources (Reading List)

The required textbook used throughout the course is:

Haslam, P., J. Schafer, & P. Beaudet (2021) *Introduction to International Development: Approaches, Actors, Issues, and Practice* Don Mills, Ontario: Oxford University Press

Students should obtain the Haslam book for the beginning of the semester, available from the university bookstore. Most weeks have 2 chapters/readings assigned as required reading, it is not essential to read these *before or during* those weeks, but it is recommended to do so. In most cases, the content will be further discussed in subsequent weeks. Several additional required and recommended readings may be assigned through the semester. The Haslam et.al. required chapters should be read completely, and exam questions may be pulled from these chapters. I will generally provide some orientation to the chapters, and this will include giving pointers on what students should focus on within each chapter.

Additional references will be provided throughout the semester, from practical manuals to videos and podcasts. These will help students to more deeply understand the topic of sustainable development, to provide more exposure to the practice and scholarship of international development, and to explore their interests. If students have topics of particular interest, within the framework of the course, they may request additional assistance in sourcing relevant materials and also share their recommendations with other students.

#### **Required**

Attenborough, D. & Rockstrom, J. (2021) *Planetary Boundaries: The Science of Our Planet*. Netflix. (For those who don't have access, arrangements can be made)

Clapp, J. & Dauvergne, P. (2005) *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, Massachusetts: MIT Press. Retrieved from [https://www.researchgate.net/publication/227458564\\_Paths\\_to\\_a\\_Green\\_World\\_The\\_Political\\_Economy\\_of\\_the\\_Global\\_Environment\\_Chapter\\_1](https://www.researchgate.net/publication/227458564_Paths_to_a_Green_World_The_Political_Economy_of_the_Global_Environment_Chapter_1)

Hedley, D., Norman, G., & Mehta, L. et.al. (2021) *Water Integrity Global Outlook 2021*. Berlin: Water Integrity Network. Retrieved from <https://www.waterintegritynetwork.net/wigo2021/> Pages TBA

United Nations Development Program. *Gender Mainstreaming Made Easy: Handbook for Programme Staff*, 2013. New York: UNDP. Retrieved from [https://www.undp.org/content/dam/somalia/docs/Project\\_Documents/Womens\\_Empowerment/Gender%20Mainstreaming%20Made%20Easy\\_Handbook%20for%20Programme%20Staff1.pdf](https://www.undp.org/content/dam/somalia/docs/Project_Documents/Womens_Empowerment/Gender%20Mainstreaming%20Made%20Easy_Handbook%20for%20Programme%20Staff1.pdf) Pages TBA

### **Recommended**

- Abbatecianni, D. (2021). How an activist from Malawi changed the minds of US climate sceptics. *New Scientist*. Retrieved from <https://www.newscientist.com/article/mg25033392-900-how-an-activist-from-malawi-changed-the-minds-of-us-climate-sceptics/#ixzz73BUCKWDp>
- Ashby, J., & Pachico, D. (2012) *Climate change - from concepts to action: a guide for practitioners*. Baltimore: Catholic Relief Services. Retrieved from <https://www.fsnnetwork.org/sites/default/files/climate-change-from-concepts-to-action.pdf>
- Helmore, K., Chidiac, S., & Hendricks, L. (2009) *Microfinance in Africa, State of the sector Report: Bringing Financial Services to Africa's Poor*. Atlanta: CARE. Retrieved from [https://www.fsnnetwork.org/sites/default/files/bringing\\_financial\\_services\\_to\\_africas\\_poor-microfinance\\_in\\_africa-state\\_of\\_the\\_sector\\_report.pdf](https://www.fsnnetwork.org/sites/default/files/bringing_financial_services_to_africas_poor-microfinance_in_africa-state_of_the_sector_report.pdf)
- de Bruin, C.W., & R James (2020) *Global perspectives on decolonising capacity strengthening*. INTRAC. Retrieved from <https://www.intrac.org/wpcms/wp-content/uploads/2020/11/Decolonising-Capacity-Strengthening-Final.pdf>
- Janni, A. & Miller, M. (2012) *Global Women's Issues: Women in the World Today, extended version*. Washington: Bureau of International Information Programs, United States Department of State. Retrieved from <https://opentextbc.ca/womenintheworld/>. Chapters 1, 2, 3, 4, 5, 6, 7, 12
- Global Affairs Canada (2016) *Results-based management [RBM] for international assistance programming at Global Affairs Canada: a how-to guide*. Ottawa: Global Affairs Canada. [https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results\\_based\\_management-gestion\\_axee\\_resultats-guide-en.pdf](https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf) Part 1
- Mitlin, D., Beard, V., Satterthwaite, D. & Du, J. (2019). *Unaffordable and Undrinkable: Rethinking Urban Water Access in the Global South*. Washington, DC: World Resources Institute. Retrieved from [www.citiesforall.org](http://www.citiesforall.org)
- Ng'ang'a, W., & Abuya, T (2022) *Getting it Right! Improving Kenya's Human Capital by Reducing Stunting*. Office of the President, Government of Kenya. <https://drive.google.com/file/d/15YSjBjMe2VQT6VCwrAYFbWLbqfFyg4W/view>
- Patel, R. & Piper, Z. (2021) *The Ants and the Grasshopper*. Kartemquin Films. <https://www.antsandgrasshopper.org/>  
Available for online viewing on Jan 17: <https://kinema.com/events/the-ants-and-the->

[grasshopper-and-a-climate-change-discussion-for-gardeners-with-vivek-shandas-ogcjm5](#)

This film was shared with development studies students in October 2021, with a question and answer period with director Raj Patel, and it was very well-received.

## 2.1 Schedule - Lecture & Readings

### **Lectures TR 9:30-10:45**

#### **Meeting Dates**

January 11, 13, 18, 20, 25, 27, February 1, 3, 8, 10, 15, 17, March 1, 3, 8, 10, 15, 17, 22, 24, 29, 31, April 5, 7, 12

**Readings refer to chapters in Haslam et.al, unless otherwise specified as online resources**

| Week/ Dates       | Topic   | Required Readings/Resources (refer to list below)   |
|-------------------|---|---|
| 1)<br>Jan 11 &13  | Introduction & Overview   | <ul style="list-style-type: none"> <li>Schafer, Haslam, Beaudet, Chapter 1 - intro</li> <li>Hira, ch 8 – state</li> <li>Recommend: Abbatesciani (re Ants Grasshopper film)</li> </ul>   |
| 2)<br>Jan 18 & 20 | History, Nature & Scope of International Development  | <ul style="list-style-type: none"> <li>Allina, ch 2 - colonialism</li> <li>Spronk &amp; Anderson, ch 4 - political economy</li> <li>Roelen, ch 26 – measuring poverty (especially historical trends)</li> <li>Patel, Ants Grasshopper film Jan 17 online</li> <li>Recommend: de Bruijn &amp; James online</li> </ul>  |
| 3)<br>Jan 25 & 27 | Globalization, Poverty & Development Approaches.<br>Guest speaker: Laura Musonye, Consultant, Government of Kenya                         | <ul style="list-style-type: none"> <li>Beaudet, ch 7 – globalization</li> <li>Heidrich, ch 3 – economic development</li> <li>Recommend skim - Ng’ang’a &amp; Abuya online – Kenya malnutrition strategy</li> </ul>  |
| 4)<br>Feb 1 & 3   | Bilateral and Multilateral Agencies, and International Goals.<br>Guest speaker: Naysan Sahba, Manager, Strategic Partnerships, World Bank | <ul style="list-style-type: none"> <li>Brown, ch 9 – national agencies, bilateral</li> <li>Taylor, ch 10 – IFIs</li> <li>Sogge, ch 11 – UN and other multilaterals</li> <li>Recommend browse: <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></li> <li>Recommend skim - Global Affairs Canada online</li> </ul> |
| 5)<br>Feb 8 & 10  | Civil Society and the Private Sector.   | <ul style="list-style-type: none"> <li>Veltmeyer, ch 13 – civil society</li> <li>Haslam, ch 12 – private enterprise</li> <li>Helmore et.al online – village savings – pages TBA</li> </ul>  |

|   |   |  |
|---|---|--|
| Feb 11 –<br><i>Critical review assignment due</i>   | Guest speaker: Margarita Franco, Program Officer, Save the Children   |  |
| 6)<br>Feb 15 & 17                                   | Participation, Empowerment, Accountability.<br>Guest speaker: Robert Gakubia, former Executive Director, WASREB, Kenya national water regulatory agency | <ul style="list-style-type: none"> <li>• Browse Hedley et al, study selected pages (to be specified in class)</li> <li>• Ziai, ch 5 – alternatives to development</li> <li>• Ramisch, ch 17 – rural development</li> </ul>   |
| -) Break<br>Feb 21-25                               | Reading week  |  |
| 7)<br>Mar 1 & 3<br><br><i>Mar 3 – Mid-term Exam</i> | Review and Mid-Term Exam  |  |
| 8)<br>Mar 8 & 10                                    | Poverty Alleviation and Economic Development  | <ul style="list-style-type: none"> <li>• Haslam 12 - private (repeat)</li> <li>• Heidrich, ch 3 – econ devt (repeat)</li> <li>• Haslam 24 – indigenous community resilience</li> </ul>                                       |
| 9)<br>Mar 15 & 17                                   | Gender and Inclusion  | <ul style="list-style-type: none"> <li>• Tiessen, Parpart &amp; Marchand, ch 6 – gender</li> <li>• de Haan, ch 27 – inequality</li> <li>• Recommend skim Janni &amp; Miller online</li> <li>• Recommend skim UNDP</li> </ul> |
| 10)<br>Mar 22 & 24                                  | Environmental Sustainability  | <ul style="list-style-type: none"> <li>• Okereke &amp; Massaquoi, ch 18 – climate change and environment</li> <li>• Clapp &amp; Dauvergne book (online), ch 1</li> <li>• Attenborough &amp; Rockstrom film</li> </ul>        |
| 11)<br>Mar 29 & 31                                  | Urban and Rural Development<br>Guest speaker: Shawkat Begum, Country Director, Practical Action, Bangladesh   | <ul style="list-style-type: none"> <li>• Ramisch, ch 19 – rural (repeat)</li> <li>• Bornstein &amp; Latendresse, ch 20 – urban</li> <li>• Recommend Mitlin et.al online - water</li> </ul>                                   |

|                  |   |  |
|------------------|---|--|
| 12)<br>Apr 5 & 7 | Education, Health and Culture           | <ul style="list-style-type: none"> <li>• Schrecker, ch 21 – health</li> <li>• Mannathukkaren, ch 25 – culture and development</li> </ul> |
| 13)<br>Apr 12    | Review                                  |  |
| Date TBD         | Final exam – scheduled by the Registrar |  |

## 2.2 Assessment Components

|                       |            |   |
|-----------------------|------------|---|
| Participation         | <b>10%</b> | <b>Regularly throughout the course</b>  |
| Critical review paper | <b>20%</b> | <b>Due Feb.11, 2021 via Dropbox</b>     |
| Mid-Term Exam         | <b>30%</b> | <b>Mar. 3, 2021, in person</b>          |
| Final Exam            | <b>40%</b> | <b>To be scheduled by the Registrar</b> |

### 2.2.1 Participation/ Discussion Board

#### Participation in Classes and Discussion– 10% of final grade

Students will be encouraged to participate in lectures, raise questions and comments verbally or in chat boxes (for online lectures), and participate in online polls (Quizziz) throughout the course. Missing several lectures could affect this portion of the grade, therefore it is recommended that a student who misses classes should review the presentations and communicate with other students and/or the instructor with any comments or questions about this missed class content. Classes may have some discussion periods which provide additional opportunities for exchange. Several discussion topics will be provided for students to comment on in D2L, the *amount* of student participation will be assessed in these fora – the content of students comments will not be *graded*. More details will be provided in class and in D2L regarding participation grading.

### 2.2.2 Critical Review Assignment – 20% of final grade

This will be due Feb. 11, 2021 by 4:30pm, Calgary time; to be submitted via Dropbox on D2L. The critical review assignment is on chapter 23, “Refugees and International Development Policy and Practice”, by James Milner, of the textbook: Haslam, et.al.

#### ***Format of Critical Review assignment.***

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission.*
- not be more than 2 pages (doubled-spaced in 12 point font in Times New Roman) excluding final list of references -bibliography and appendixes are not included in the length restrictions. All pages should be numbered. Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g., A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- have page margins of 1 inch (2.5 cm) wide
- include a minimum of 3-4 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (see examples below).

*Book referencing example:*

Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

*Journal article referencing examples:*

Cleaver, F. (1999). Paradoxes of Participation: Questioning Participatory Approaches to Development. *Journal of International Development*, 11(4), 597-612.

Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.

*Chapter in a book example:*

Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.

*Online newspaper article example:*

Brody, J. E. (2007, December 11). Mental Reserves Keep Brain Agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

- It is the student's responsibility to keep a copy of each assignment submitted. Students should be prepared to provide a second copy of their assignment if requested. Students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

***Guidelines for the chapter review assignment***

Details guidelines and other relevant materials on the chapter review assignment will be posted on D2L. Further details will be discussed in class including the grading rubric for the assignment.

***Evaluation of your Critical Review Assignment***

Your review will be based on *Well-informed review or discussion*. This means that you have make sure that your arguments are coherent and that there is clear and logical progression of ideas and thoughts throughout the paper. Pay particular attention to the following:

- Clarity of expression and correct use of grammar (quality of grammar).
- A critical analysis, as opposed to descriptive analysis.

- Understanding and applying information gained of lectures, required readings, and other relevant literature.
- Well formatted in-text citations and final list of references. Note that all direct quotes and statistics must include page numbers. Substantial marks will be taken off for improper in-text-citation and bibliographical formatting. For guidance on proper bibliographic format, visit the University of Calgary library website on the topic. Please contact me when you are unsure what is the proper citation to use.
- It is the student's responsibility to keep a copy of each assignment submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

### 2.2.3 Exams

Approximately 2/3 of exam questions will be derived from lecture materials, and 1/3 from assigned readings. Students will need to study their notes as well as the Powerpoint presentations which will be provided, and those who don't attend class and expect only to study the Powerpoints will be at a disadvantage in this respect. Guest lectures will be included. Generally there will be indications as to what readings to focus on (ie. Sections, pages, themes).

Exams will be closed-book: the use of aids such as textbooks, course notes or electronic devices will not be permitted during midterm or final examinations. The final exam date, time and location will be posted to D2L and announced in class one month prior to examination.

#### Midterm exam: 30% of final grade (March 3)

Short & long answers and multiple choice. All materials in-class and in the required readings to date will be covered, including guest lectures. Further details will be provided prior to the exam.

#### Final exam: 40% of final grade (\*\*Registrar-Scheduled Exam Period – April 19-29<sup>th</sup>)

Similar in format to the midterm exam, but longer and comprehensive for the entire course. This will be scheduled by the Registrar's Office. Further details to be provided closer to the date.

Please note:

- It is **not** essential to pass all components to pass the course as whole
- In case a student does not complete one component of term work, they must be completed within 2 weeks of the due date
- Deferral of the registrar scheduled final exam requires Registrar approval

### 2.3 Course Evaluations

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

### 3 Grading and Class Culture

#### 3.1 Grading System

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

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

#### 3.2 Expectations for Writing

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

#### 3.3 Referencing Standard

In written work presented in this class, the accepted method for referencing the work of others will be APA, as discussed for the critical review assignment. For further guidelines refer to: <https://ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/apa-6th-ed-documenting-sources-lib-update-aug-2019.pdf>

#### 3.4 Missed Exams or Assignments

In case a student misses an exam or assignment deadline, several guidelines apply. First, it is always better to communicate with the instructor before the date if possible, or as soon as possible if afterwards. Late assignments will be penalized by 10% per day, unless otherwise noted. It may be possible to minimize the penalties involved, if the student is proactive and cooperates with the professor to work out the problem, and complete a missed assignment (or mid-term exam) as quickly as possible.

If the student requests an exemption or request, they may be asked to provide supporting documentation. 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. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. 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.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

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.

### 3.5 Reappraisal or Disputes over Grades

The following guidelines apply for reappraisals:

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>

### 3.6 Statement of Class Conduct and Inclusivity

Students should be aware of the diverse nature of society, and be respectful of different ways that others may have in their participation. This course emphasizes cross-cultural learning and listening.

All interventions during lectures should be respectful, polite, humble, while open and frank.

The University of Calgary Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

The University of Calgary would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

## 4 Standard University Guidelines

### 4.1 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>.

#### 4.2 Academic Misconduct

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

#### 4.3 Plagiarism

The University defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source.
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else.
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment.
- using another’s data or research findings.
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks.
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university.

#### 4.4 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.

#### 4.5 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.

#### 4.6 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.

#### 4.7 Support and Resources

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

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