

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
DRAFT COURSE OUTLINE: FALL 2021

Global Development Studies 405 – Environment and Development

1. Course Introduction

Prerequisites

3 units from Development Studies 393 (which requires DEST 201), Anthropology 313, Indigenous Studies 317

Classroom Location, Days and Times

ST 129

MW 14:00 - 15:15

Classes will be held in person, following all applicable guidelines for prevention of COVID-19 transmission

Instructor Name and Contact

Darren Hedley, PhD

darren.hedley@ucalgary.ca

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

Contact Information

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.

Office Hours

Wednesday 3:30 – 5:00 pm

ES 602J

Published Course Description

Critical engagement with sustainability through study of the intersections between environment and development, such as planning and development, management, and implementation, the political economy of environment, and political ecology. Topics may include political and economic systems, resource depletion, industrial agriculture, biodiversity, gender, hazards, traditional knowledge, and resistance.

Focused Course Description

The course will guide students through a review of selected challenges of sustainable development, emphasizing the environment and poverty issues that are most pressing to marginalized urban and rural households in the global South. Key approaches and methods will be taught, based on practical experiences, on how to develop sustainable water and sanitation services, and how to strengthen resilience and climate change adaptation, and promote climate-smart agriculture. A critical attitude will be encouraged through review of diverse views on sustainable development, but especially encouraging a reflective, learning approach to development practice. After training in project proposal preparation, individual students will prepare a proposal as their term paper.

Course Learning Outcomes

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. The key learning outcomes for this course are provided below:

- Understand the main environmental challenges facing developing countries, think critically about and interrogate the various explanations and arguments pertaining to the environment and development, including social, economic and political dimensions

- have an understanding of key approaches and issues in the planning, management and implementation of sustainable development programs, with detailed review of selected program and policy approaches in urban environments (especially water and sanitation) and rural environments (particularly agriculture and natural resource management)
- be equipped with an understanding of the roles and relationships between various development actors including international and local governmental organizations, non-governmental and private sector actors, and other participatory mechanisms such as movements
- receive an exposure to a number of principle project management tools and methods
- have improved their writing, reading, research and analytical skills
- have improved their ability to engage in constructive criticism

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, 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 and the library, obtain articles, and access other media or occasional lectures, with a current and updates web browser

2. Course Plan

Learning Resources (Reading List)

There are three books that will be used throughout: Sachs (2015), Clapp and Dauvergne (2005) and Desai & Potter (2008) (see references below). Students should obtain the Sachs book for the beginning of the semester, and download the Clapp and Dauvergne. The Desai & Potter book is on the reading list for DEST 201 so presumably many students will have it, and it is available in the university library, however these chapters are not marked as *required* but rather as *recommended*. Most of the references are quite readable, some are short articles, many are practical manuals with attractive graphics etc. Several videos are included in the list, and other relevant podcasts and videos will also be shared, for those interested in learning more. The readings 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 prepare for the term paper. Some readings provide more a more in-depth exposure to the evidence needed to grapple with problematic and contentious issues such as tipping points in ecosystems and the use of fertilizers. See note below regarding assessment/exams.

The following reports and many of the journal articles are all available online free of charge to all, while other journal articles require university log-in for access. The *required* readings will not change during the course, and I will indicate in class when there are pages or topics that students should emphasize in their reading. There may be additional resources recommended during classes.

Required:

In most cases, specific chapters / pages to be read will be indicated either in the class schedule or prior to the relevant lectures. Ideally, students should read these before the relevant lecture, but they will still be able to follow the lectures if they don't.

Abbatescianni, 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>

- Attenborough, D. & J. Rockstrom (2021) Planetary Boundaries: The Science of Our Planet. Netflix.
(For those who don't have access, arrangements can be made)
- de Bruin, C.W., & R James (2020) Global perspectives on decolonising capacity strengthening. INTRAC. Retrieved from:
<https://www.intrac.org/wp-content/uploads/2020/11/Decolonising-Capacity-Strengthening-Final.pdf>
- Clapp, J. & P. Dauvergne (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
Chapters 1, 2, 3, 8
- Corbeels, M., et.al. (2020). Limits of conservation agriculture to overcome low crop yields in sub-Saharan Africa. 1. Nature Food. Retrieved from: <https://www.nature.com/articles/s43016-020-0114-x>
- Davis-Reddy, C.L., & Vincent, K. (2017). Climate risk and vulnerability: a handbook for Southern Africa (2nd Ed). Pretoria, South Africa: CSIR. Retrieved from
https://researchspace.csir.co.za/dspace/bitstream/handle/10204/10066/Davis_20312_2017.pdf?sequence=1
Chapter 4, 5, 8, 10, 13, 14, 15 (to be discussed further in class)
- Epule, E.T., et.al. (2015) Can organic fertilizers set the pace for a greener arable agricultural revolution in Africa? Analysis, synthesis and way forward. Land Use Policy 47, 179–187. Retrieved from:
<https://doi.org/10.1016/j.landusepol.2015.01.033>
- FAO (n.d.) The 10 elements of agroecology: guiding the transition to sustainable food and agriculture systems. Food and Agriculture Organization, Rome. Retrieved from:
<http://www.fao.org/agroecology/overview/overview10elements/en/>
- Frankenberger, T., et.al. (2020). Analysis of integrated activities addressing food security, adaptation, and resilience. Washington: Chemonics. Executive Summary, Key Findings
(this paper will be made available in D2L under Content)
- Frankenberger, T., O. Petryniak (2016). Should Resilience be Conceptualized and Measured Differently in Asian Rural and Urban Contexts? Washington: TOPS, USAID. Retrieved from:
<https://www.fsnnetwork.org/sites/default/files/Rural%20Urban%20Resilience%20Thought%20Piece.pdf>
- Gordillo, G., & O. Jeronimo (2013). Food Security and Sovereignty. Retrieved from <http://www.fao.org/3/a-ax736e.pdf>
- Hedley, D., G. Norman, L. Mehta, et.al. (2021) Water Integrity Global Outlook 2021. Water Integrity Network.
<https://www.waterintegritynetwork.net/wigo2021/>
- HLPE (2015). Water for food security and nutrition: a report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security. Rome: FAO. Retrieved from <http://www.fao.org/3/a-av045e.pdf>
- IPCC, 2021. Headline Statements from the Summary for Policymakers, Sixth Assessment Report. Retrieved from:
https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_Headline_Statements.pdf?stream=top
- Levin, K., Waskow, D., Gerholdt, R., 2021. 5 Big Findings from the IPCC's 2021 Climate Report. World Resources Institute. Retrieved from: <https://www.wri.org/insights/ipcc-climate-report>
- Mitlin, D., V.A. Beard, D. Satterthwaite, & J. Du. (2019). Unaffordable and Undrinkable: Rethinking Urban Water Access in the Global South. Washington, DC: World Resources Institute. Retrieved from www.citiesforall.org

- Sachs, G. (2015) The Age of Sustainable Development New York: Columbia University Press
 - Available from Amazon or in ebook form: <https://calgary-store.vitalsource.com/products/the-age-of-sustainable-development-jeffrey-d-sachs-v9780231539005?term=9780231173155>
 Chapters 1, 2, 6, 7, 10, 11, 12, 13, 14
- Satterthwaite, D., V. Beard, D. Mitlin, & J. Du (2019) Untreated and unsafe: solving the urban sanitation crisis in the global south. Washington, DC: World Resources Institute. Retrieved from www.citiesforall.org
- Singh, D. (2019) Fairtrade: How does it protect the environment? UW Food Services. Retrieved from: <https://uwaterloo.ca/food-services/blog/post/fairtrade-how-does-it-protect-environment>
- SIWI (2020) Principles and Practices of Integrated Water Resources Management: Workplace-based Professional Training. Stockholm International Water Institute. Retrieved from: https://www.siwi.org/wp-content/uploads/2020/06/IWRM_Manual1_final.pdf
- UN-Water (2019). UN-Water Policy Brief on Climate Change and Water. Retrieved from <https://www.unwater.org/publications/un-water-policy-brief-on-climate-change-and-water/>
- Valencia, A., S. Chesterman, & D. Harte (2021). Gender-responsive project implementation within the Resilient Food Systems Programme. World Agroforestry. Retrieved from: https://www.resilientfoodsystems.co/assets/resources/pdf/rfs_gender-activities-and-guidelines_29_01_21.pdf
- Zanolli, L., 2021. A Malawian farmer visiting the US wants to know: 'Why not do more on the climate crisis?' [WWW Document]. the Guardian. URL <http://www.theguardian.com/environment/2021/jul/30/the-ants-and-the-grasshopper-documentary-anita-chitaya>

Recommended/ Optional:

- Cameron, J. & A. Schwarzenegger (Producers), Romm, J. (Chief Science Advisor) (2014) Years of Living Dangerously, Season 1. Showtime. Retrieved from: <https://youtu.be/QME6YDbI85w>
Years of Living Dangerously, Season 2. National Geographic. Available for screening.
(Episodes can be made available as needed, via Zoom)
- Chambers, R. (2017). Can we know better? Reflections for development. London: Practical Action Publishing. Retrieved from <https://doi.org/10.3362/9781780449449>
 Chapter 5, 6
- Cook, J., et.al. (2016). Consensus on consensus: a synthesis of consensus estimates on human-caused global warming. Environmental Research Letter. 11, Retrieved from <https://doi.org/10.1088/1748-9326/11/4/048002>
- Desai, V., & R. Potter (2008) The companion to development studies. London: Hodder Education
 Relevant papers are chapters 3.1, 3.2, 3.6, 5.4, 5.6, 6.1, 6.2, 6.6, 6.7, 6.8, 6.12, 10.6, 10.7, 10.11, 10.13 - discussed in the schedule.
- Global Affairs Canada (2016). Results-based management for international assistance programming at Global Affairs Canada: a how-to guide. Ottawa: Global Affairs Canada. Retrieved from https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf
 Part 1, Sections 2.1, 2.2, 2.5, 2.7, 3.5, part 4
- Henly-Shepard, S., B. Sagara, (2018) Resilience measurement practical guidance note series: an overview. Mercy Corps. Retrieved from https://www.fsnnetwork.org/sites/default/files/GN_Overview_Final.pdf

Montoya, J.M., I. Donohue, & S. Pimm (2018) Why a Planetary Boundary, If It Is Not Planetary, and the Boundary Is Undefined? A Reply to Rockström et al. *Trends in Ecology & Evolution* 33, 234.
<https://doi.org/10.1016/j.tree.2018.01.008>

Rockström, J., K. Richardson, W. Steffen, & G. Mace (2018) Planetary Boundaries: Separating Fact from Fiction. A Response to Montoya et al. *Trends in Ecology & Evolution* 33, 233–234.

Staddon, C., et.al. (2020). Water insecurity compounds the global coronavirus crisis. *Water International*, 45:5, 416–422.

Schedule - Lecture & Readings

Lectures

MW 14:00-15:15 PM

Meeting Dates

Sep 8, 13, 15, 20, 22, 27, 29, Oct 4, 6, 8, 11, 13, 18, 20, 25, 27, Nov 1, 3, 15, 17, 22, 24, 29, Dec 1, 6, 8

Week/ Dates	Topic	• Required Readings/Resources (refer to list below)
1) 8 Sept	Introduction	<ul style="list-style-type: none"> • Sachs (2015) Ch 1, 2 (Intro to Sustainable Development, Inequality) • Clapp & Dauvergne (2005) ch 1, 3 • De Bruijn (2020) • Year of Living Dangerously, Season 1, Episode 1
2) 13 & 15 Sept	Global Climate and Environment Challenges	<ul style="list-style-type: none"> • Sachs (2015) Ch 12 (Climate Change) • IPCC (2021) • Levin et.al. (2021) <p>Recommended</p> <ul style="list-style-type: none"> • McGregor, Swanson, in Desai & Potter (6.2, 6.7) (climate change, biodiversity) • Cook et.al (2016) (Climate change consensus)
3) 20 & 22 Sept	Key Environmental Challenges, & Governance for Sustainable Development; Intro to term project. Guest speaker: Hugh Locke, Haiti Smallholders Alliance	<ul style="list-style-type: none"> • Sachs (2015) Ch 13 (Biodiversity, ecosystem services), ch 6 (planetary boundaries) • Planetary Boundaries video, Netflix • UN-Water (2019) pp. 7-12, 16-23 • Singh (2019) <p>Browse: https://www.un.org/sustainabledevelopment/sustainable-development-goals/</p> <p>Recommended:</p> <ul style="list-style-type: none"> • Rakodi, Satterthwaite, Desai, Clark, Boas, Whitman, in Desai & Potter (5.4, 5.6, 10.6, 10.7, 10.11, 10.13) (poverty, urbanization & environment, NGOs, state, multilaterals and United Nations) • Rockstrom et.al. (2018), Montoya et.al. (2018)
4) 27 & 29 Sept	Urban 1: Environmental Challenges	<ul style="list-style-type: none"> • Sachs (2015) Ch 11 (Cities) • Hedley et.al. (2021) Introduction, Ch 2 <p>Recommended:</p> <ul style="list-style-type: none"> • Staddon et.al. (2020) (Water coronavirus)

5) 4 & 6 Oct	Urban 2: Water Supply & Sanitation Approaches, Gender Equality & Social Inclusion Guest speaker: Obed Mbuli, Zambia, Urban Water Governance Models	<ul style="list-style-type: none"> • Mitlin et.al. (2019) (Water) • Satterthwaite et.al. (2019) (Sanitation) • Sachs (2015) Ch 7 (inclusion)
6) 11 & 13 Oct	Urban 3: Urban Environment & Governance Approaches, 15 Oct - <i>Outline for Individual Project due</i>	<ul style="list-style-type: none"> • Sachs (2015) Ch 14 (SDGs) • Frankenberger & Petryniak (2016) • Davis-Reddy & Vincent (2017) (climate risk & vulnerability)
7) 18 & 20 Oct Special event: 22 October	Project Proposal Training, Review of Sustainable Development Perspectives Screening of: "The Ants and the Grasshopper" With Film Producer Raj Patel	<ul style="list-style-type: none"> • Global Affairs Canada (2018) (RBM guide) • Clapp & Dauvergne (2005) Ch 2 <p>Recommended:</p> <ul style="list-style-type: none"> • Redclift, Cannon, Koundori & Kountouris, Jacobs, in Desai & Potter (6.1, 6.6, 6.8, 6.12) (sustainable development, disasters, water management, livelihood strategies) • Zanolli (2021) • Abbatescianni (2021)
8) 25 & 27 Oct	Capacity-building and knowledge generation approaches Guest Speaker: Leslie Stewart, FUNDAEC Colombia	<ul style="list-style-type: none"> • Davis & Lemma (2009) <p>Recommended:</p> <ul style="list-style-type: none"> • Mullen, Zoomers, Pretty, in Desai & Potter (3.1, 3.2, 3.6) (poverty, livelihoods, agricultural sustainability) • Chambers (2017) Ch 5, 6
9) 1 & 3 Nov	Rural 1: Climate Change Adaptation, Land Use & Gender Nov 3 - Mid-Term Exam	<ul style="list-style-type: none"> • Ashby & Pachico (2012) • Frankenberger (2020) • Year of Living Dangerously, Season 1, Episode 2 <p>Recommended:</p> <ul style="list-style-type: none"> • Valencia et.al. (2021) • Henly-Shephard & Sagara (2018) (measuring resilience)
Week of 8 Nov	Term Break	
10) 15 & 17 Nov	Rural 2: Food Security & Resilience Guest Speaker: Godfrey Mitti, Zambian/African experiences, Conservation Agriculture	<ul style="list-style-type: none"> • Sachs (2015) Ch 10 (food security) • Gordillo & Jeronimo (2013) (sovereignty) • FAO (n.d.) (agroecology) • Corbeels et.al. (n.d.) (conservation agriculture)

11) 22 & 24 Nov	Rural 3: Resilience and Water Security Keynote Speaker: Tim Frankenberger, President, TANGO International, Tucson, Arizona	<ul style="list-style-type: none"> • HLPE Report (2015) • SIWI (2020)
12) 29 Nov & 1 Dec	Review, term project work in class	Recommended: <ul style="list-style-type: none"> • Year of Living Dangerously, Season 1, Episode 8
13) 6 & 8 Dec	Conclusions 10 Dec - Project proposal due	<ul style="list-style-type: none"> • Clapp & Dauvergne (2005) Ch 8

In addition, a guest speaker series is being offered on Fridays at 11:00 AM through DEST 375 Gender and Development, this will be open to DEST 405 students and it is strongly recommended that all DEST 405 students attend as many of these as possible.

Assessment Components

Participation/ Discussion Board

Participation in Classes – 5% of final grade

Students will be encouraged to participate in lectures, raise questions and comments, and participate in discussions 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 the instructor with any comments or questions about this missed class content.

Discussion Board – 5% of final grade

A limited number of discussion topics (approximately 4) will be provided for students to comment on in D2L.

Individual Projects

Outline for Individual Project - 10% of final grade (Due: October 15th)

Students will present a proposal for a sustainable development project related to course themes. As the first step in preparing the individual project, students will do some preparatory reading on the topic of their choice, and share an initial outline of their plans.

Individual Project – Proposal 30% of final grade (Due: Dec 3)

The completed project proposal will describe the following components of a project: assessment, project design, baseline, stakeholder engagement, monitoring, evaluation and learning plan. Prior to handing in the written assignment, verbal informal presentations will be shared in class, to assist students to learn from each other and refine their ideas prior to writing them up. More details to be discussed in class. Upload to D2L.

*Please submit all assignments electronically in the dropbox in D2L. Assignments will be submitted in Word format. Assignments should have a file name as follows: “First Name - Last Name - Assignment Title” (e.g., Alex Smith Assignment 2). Assignments must be submitted by 11:59pm on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

**Late assignments will be penalized by 10% per day, unless otherwise noted.

Exams

An emphasis will be placed on lecture materials, and students will need to study their notes as well as the Powerpoint

presentations which will be provided. Some questions may come from required readings, though generally there will be indications as to what readings to focus on.

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: 20% of final grade (Nov 3)

Short & long answers and multiple choice. All materials in-class and in the required readings to date will be covered, including guest lectures for DEST 405. Further details will be provided prior to the exam.

Final exam: 30% of final grade (**Registrar-Scheduled Exam Period – December 13-22nd)

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.

- It is **not** essential to pass all components to pass the course as whole
- In case a student does not complete one component, they must be completed within 2 weeks of the due date

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

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%

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>

Referencing Standard

In written work presented in this class, the accepted method for referencing the work of others will be the Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

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. As stated above, late assignments will be penalized by 10% per day, unless otherwise noted. It may be possible to minimize the the penalties involved, if the student is proactive and cooperates with the professor to work out the problem, and complete an missed exam or assignment 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). 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.

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.

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>

Statement of 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 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

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>.

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>

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.

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.

SUPPORT AND RESOURCES:

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