



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS**

**INDG 201- L01
Introduction to Indigenous Studies
Fall 2021**

INSTRUCTOR: Dr. Daniel Voth

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OFFICE HOURS: By Appointment in person, or by Zoom

COURSE DAY/TIME: Tuesdays and Thursdays 14:00 – 15:15

ROOM: ENC 70

COURSE PRE-REQUISITES: None

TEACHING ASSISTANT (TA): Ryan Crosschild ryan.crosschild1@ucalgary.ca

COURSE DESCRIPTION

Welcome to Introduction to Indigenous Studies! It is great to have you in this class. This course is designed to give you an introductory overview of some of the debates and issues that make up the academic endeavour of Indigenous Studies. The vast majority of the scholars you will read in this class are Indigenous themselves, writing from their own positionality and drawing from the intellectual traditions of their people. The course will cover theory, methods, and a range of thematic areas of study that are roughly informed by other courses in the International Indigenous Studies program at Ucalgary. The course is fiercely interdisciplinary, drawing on creative writing, political science, history, linguistics, legal studies, and environmental studies to name just a few. The orientation to the material is asset based, focusing on the strength and vibrancy of Indigenous peoples' intellectual traditions.

This course is for all students. The content is designed to provide exciting analytical insight for both students from Indigenous nations, and students who are from settler nations. As such this room is full of diverse perspectives, and all students are required to bring an open mind, and openness to the experiences of others into the class.

Dr. Daniel Voth is a member of the Métis Nation of the Red River Valley (MMF, MNA, MNBC) and will be leading this course. Course material will be delivered through lectures, readings, film, guest lectures, in-class discussions, and TA supports.

Please Note: This course will attempt to be delivered in-person. However, should an in-person format not work, or should the public health circumstances change, the instructor reserves the right to unilaterally move the course to online delivery. Changes to the course operation and assignments outlined below will be made to adjust to the new modality. Every effort will be made not to disadvantage student grade outcomes.

COURSE OBJECTIVES & LEARNING OUTCOMES

The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see: <https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

For this Course, the learning objectives are:

Capacities

- ◆ Engaged Reading Skills – Students will be trained to read carefully, and draw out key points from the assigned readings
- ◆ Basic Essay Writing and Argument Formation Skills – Using a number of short writing assignments, students will be introduced to identifying key information, organizing it under a basic thesis statement and pulling it all together for a university level argument
- ◆ Indigenous Language Skills – Students will learn how to introduce themselves in an Indigenous language
- ◆ Knowledge Organization Skills – At the end of the course, students will have been introduced to several note taking strategies, as well as information cataloguing strategies

Conceptual

- ◆ Develop an introductory appreciation for one’s positionality
- ◆ Build an introductory understanding for key issues and concerns of Indigenous peoples in Canada and around the world
- ◆ Develop an introductory awareness of the nuances, diversity and range of views of Indigenous intellectual traditions

REQUIRED TEXTBOOK(S)

Starblanket and Long. 2020. *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*. Oxford University Press (OUP): Toronto Ontario. **5th edition**. Please note, you must have the 5th Edition.

The book is available as a hard copy, e-book, and for e-rental through the bookstore or OUP. You are free to get the book from any supplier that suits your needs.

REQUIRED MATERIALS

You will require a 1” three ring binder, and a set of dividers. **The three-ring binder may not be larger than 1”.**

COURSE COMPONENTS WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Language Video	5%	November 4
Engaged Reading Assignments	10%	Every Week or by Last Day of Class
Short Paper #1	10%	September 27
Short Paper #2	25%	November 15
Open Book Quiz #1	35%	October 21, in class
Open Book Quiz #2	15%	December 7, in class
There is no Final Exam		
Total	100.00%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

Week #	TOPIC	READINGS	Comments and Assignments
1 (Sept 7, 9)	Welcome to University I	Syllabus	Syllabus, and key terms, Libraries, lectures, and effective learning
2 (Sept 14, 16)	Welcome to University II	D2L Supplemental Resources	Citations, note taking, avoiding plagiarism
3 (Sept 21, 23)	How do You Know The Things You Know?	Littlebear on D2L: Jagged World View, McDonald in Visions: Moosehide Tanning in the North Optional: Bastien - <i>Blackfoot Ways of Knowing: Introduction</i>	Place, position, people
4 (Sept 28) – No Classes September 30	Colonialisms and Racism	Stark in Visions: Colonialism, Gender Violence, and the Making of the Canadian State	Short Paper #1 Due Dispossession and the Indian Act
5 (Oct 5, 7)	Indigenous Manifestos – Red Power	On D2L: Howard Adams, Prison of Grass Harold Carinal, Unjust Society	
6 (Oct 12, 14)	Indigenous Manifestos – Indigenous Women	On D2L: Lee Maracle, I am Woman Leanne Simpson, As We Have Always Done	

7 (Oct 19, 21)	Language	On D2L: McCarty et al: Hear Our Languages, Hear Our Voices	Quiz #1
8 (Oct 26, 28)	Treaties	Treaty #7 Text; Starblanket in Visions: Crisis of Relationship	
9 (Nov 2, 4)	Métis Studies	Voth and Loyer in Visions: Why Calgary Isn't Métis Territory; On D2L: News Articles	Métis studies and the identity debates
10 No Classes			
11 (Nov 16, 18)	Global Indigenous Organizing and the Nation-State	On D2L: Wildcat: <i>The In-Between Space: Indigenous Sovereignties in Creative and Comparative Perspective</i>	Short Paper #2 Due
12 (Nov 23, 25)	Kinship and Relationality: Humans and Beyond	McGregor in Visions: <i>All our Relations: Indigenous Perspectives on Environmental Issues;</i> Potential Film	
13 (Nov 30, Dec 2,)	Reconciliation or Decolonization	Green in Visions: <i>Enacting Reconciliation</i>	
14 (Dec 7, 9)	Wrap-Up	No Readings	Quiz #2

Please note that the above schedule is tentative and may change as the need arises.

CLASS STRUCTURE

The course will also utilize a blended learning approach. Blended learning utilizes both in-class meetings/lectures with a robust outside class and online and engagement between students. This educational technique is designed to provide students with a learning experience that expands beyond lecture material. Not all of class time will be devoted to lectures. Students will also have opportunities to use class time for other course tasks. Further details will be discussed in class.

ASSIGNMENTS

All grading guides are available on D2L, all of the supplemental syllabus material on D2L is **mandatory** reading for this course.

Language Video: Due November 4

Grade: Pass/Fail

Task: Your task is to use D2L resources to begin learning how to introduce yourself, and say a few things in a language spoken by Indigenous peoples in Treaty #7 or #6 or in the Métis Nation regions.

You must film yourself introducing yourself to another person in one of those languages. The

other person could be a classmate, roommate, family member or friend. There must be another person present in the video to hear you speak.

Background: Indigenous languages were once spoken everywhere we currently live, play, work and travel in North America. Due to a number of related, but distinct government policies attacking Indigenous peoples' culture, laws and politics, many of these languages are endangered. Because languages frame the way the speaker relates to the world, they are important sources of knowledge about the peoples who speak them, and the places they make knowable. Languages must be spoken in order to flourish, and this assignment is designed to get you speaking a few words of a language other than French, or English. The goal of this is to build awareness about the importance of Indigenous languages to the places we call home.

Engaged Weekly Reading Assignment: Due Every Week of Term

Grade: Pass/Fail – Assigned every week

Task: You will be given a short reflection assignment for the assigned readings every week on D2L. These will sometimes be short answer questions, or multiple-choice questions, or other rapid response questions. After doing the readings, you are to answer the engaged reading question. These should take you no more than 5-8 minutes per week, they are designed to be quick moments to help you focus on the readings. They are also designed to help you take notes on the readings to prepare you for the two open book quizzes during the term.

You are not graded on your responses. Rather, all I'm interested in is that you do them. If you do the assignment on D2L, you get the marks for that week.

Realizing that it is not always possible to keep up with the readings on a weekly basis, you must complete all of the engaged weekly reading assignments before the last day of classes. There are no exceptions or extensions for this assignment.

HINT: You are **strongly** encouraged to do these assignments every week as the term moves along. In addition, they can be useful as you prepare your notes for the open book quiz. Readings are fair game for both quizzes

Short Papers #1 and #2

Grade: See below for specifics for each assignment, and D2L for assessment guidelines

Short Paper #1 – Positionality Statement – Where do you speak from?

Position Statement of 150 words, four paragraph analytical essay of no more than 700 words

Position Statement – 5% (but graded out of 100)

Four paragraph analysis – 5% (but graded out of 100)

Note: This assignment has been adapted from one used by Dr. David Gaertner at FNIS (UBC)

Coburn et al argue that

as Indigenous researchers, **we speak from somewhere**, notably from relations with the natural world, our ancestors and other Indigenous peoples. We speak out of histories of colonization and genocide,

survival and struggle. Yet we would insist that researchers in mainstream social science likewise speak from specific ‘somewheres’ even if many forget, either intentionally or innocently, the historically contingent, social origins of their own, dominant social scientific traditions (2013, 335 emphasis added).

Task 1 of 2: Your first task is to put yourself into this position. When you speak, you speak from somewhere. This assignment is asking you to build a statement of where that somewhere is, and how it relates to your presence in this class. In addition, what obligations does your statement set up to others in the class? Your statement should thoughtfully set out where you speak from in relation to this class.

There is a reason Indigenous studies thinks about positionality. As Pohlhaus (2002) argues: First, the social position of the knower is epistemically significant; where the knower is socially positioned will both make possible and delimit knowledge. Second, more objective knowledge is not a product of mere observation or a disinterested perspective on the world, but is achieved by struggling to understand one’s experience through a critical stance on the social order within which knowledge is produced. (Pohlhaus 2002: 285)

What Pohlhaus means by this is that we need to let go of the effort to be “objective” without thinking through how our experiences create us, and how we are also created by the people who raised us, the political world we live in, our privileges and our responsibilities.

Task 2 of 2: In the second part of your essay, you will provide a deeper analysis of your statement. This should be an argumentative essay in the sense that you have a central claim or argument (marked by having a thesis statement). The paper must be formatted into a **four paragraph** structure consisting of an intro paragraph, two main points paragraph, and a concluding paragraph. You must cite **two** of the following articles, and weave them into your argument (please see the grading criteria on D2L for more on integration of citations).

1. Coburn, Elaine and Stewart-Harawira, Makere and Moreton-Robinson, Aileen and Sefa Dei, George., 2013. “Unspeakable Things: Indigenous Research and Social Science. Révolutions, Contestations, Indignations.” *Socio* (2): 121-134.
2. Pohlhaus, G., 2002. “Knowing Communities: An Investigation of Harding’s Standpoint Epistemology.” *Social Epistemology*, 16 (3), 283–293.
3. Williamson-Kefu, Majon., 2019 “Writing From Somewhere: Reflections on Positioning in Research,” *Journal of Intercultural Studies*, 40.1, 5-15.

Here are all the assignment requirements in a checklist to help you keep track of them:

This assignment must include:

- An Introductory paragraph
- A central thesis statement formed into one complete sentence. The thesis statement must articulate what this assignment is going to argue (and must appear in the intro paragraph)

- Two** body paragraphs that offer argumentation on different, but related points supporting your thesis.
- Sentences transitioning and/or linking one body paragraph to the next
- A concluding paragraph in which students provide a summation of their ideas. This paragraph needs to be clearly connected back to their central thesis statement.
- Conform to the formatting requirements listed below
- Cite and integrate two of the required articles for the assignment
- Fit within the **wordcount** limit noted above, formatted into double spaced pages

Short Paper #2 – Analytical Essay

Task: Assignment #2 builds on Assignment #1. In the previous assignment students practiced building a basic argument in a four paragraph format. The care and focus that was needed in crafting those four paragraphs now must be repeated with a more complex argument. In Assignment #1 your two points or ideas were constrained to a paragraph each. In Assignment #2 you must develop your points or ideas using multiple paragraphs. In this way, the two (or three) points that you wish to make will be discussed and developed using multiple, but equally focused and developed paragraphs.

The topics and questions will be provided to students at a time after the completion of the first assignment.

This assignment must include:

- An Introduction
- A central thesis statement formed into one complete sentence. The thesis statement must articulate what this assignment is going to argue (and must appear in the introduction)
- Two or three points/ideas that offer argumentation on different, but related points supporting your thesis
- Sentences transitioning and/or linking one point or idea to the next
- A conclusion in which students provide a summation of their ideas. Your conclusion needs to be clearly connected back to your central thesis statement.
- Conform to the formatting requirements listed below
- Be ***no more*** than five (5) double spaced pages
- Cite and integrate five (5) **scholarly** sources (may use course readings)

Essay Style and Formatting

Students must use APA (author date) citation style. Your papers will be graded on a percentage scale mirroring the course's letter grade/percentage scale. Guidelines for what different quality position papers look like can be found on D2L.

Format: All position papers must be:

- Type written (except where an exception has been granted by the instructor or a TA)
- Double Spaced
- Size 12 Times New Roman Font
- Left and Right Margins set at 1" or 2.54 cm
- Top and Bottom Margins set at 1.25" or 3.17 cm

Open Book Quizzes #1 and #2

Grade: Standard grading, multiple choice format. One option to redistribute your grade. Material is not cumulative, meaning only material covered since Quiz #1 will be on Quiz #2.

Task: Twice during the term there will be an in class, open book assessment of your learning. The aim of this assessment is to give you an incentive to attend class, do the readings, take good notes and then organize those notes in a way that allows you to find things quickly. You are permitted to bring in a pencil to fill out the bubble (scantron) sheet, and a single 1” binder with dividers organized into any fashion that works for you. While you can ask your peers for notes for missed lectures and put them into your binder, and you can work collaboratively to get ideas on how to build your binder, **your binder must be made by you**. It cannot be purchased from another student or largely made up of photocopied or printed notes from other students. You may put whatever class material you want into this binder (notes, mind maps, reading responses etc).

Background: Some students are great at committing something to memory. Others, no matter what they try, will struggle to do this. After I left my undergrad degree, I never was asked to have something specific memorized. I was always able to look something up to confirm what I remembered about it. What I needed more than memorization was a good filing system. I needed to be able to collect information, documents, emails and the like and organize them thematically in a way that allowed me to find something quickly later on. This was also true of research. I spend hundreds of hours in archives and reading texts. I never have to memorize anything I find. Rather, what I need are well organized research notes, and a system of collecting and sorting information. These skills are what the two quizzes are designed to help you develop.

Please note, students who miss the quizzes must provide documentation to support their absence. Only clearly documented and supported cases will warrant accommodation. In addition, students are not guaranteed the same format of exam should they fail to sit the quiz on the scheduled day.

Grade Rebalance: Quiz #1 is worth 35% of your final grade, and Quiz #2 is worth 15%. If it is advantageous to you, you may exercise an option to rebalance Quiz #1 to 25%, and Quiz #2 to 25% each (-10% from #1, +10% from #2). The quizzes cannot be rebalanced any other way. If you wish to exercise this option, you must send an email from your Ucalgary account to professor.voth@ucalgary.ca **no later than 2 business days after the end of the term**. No other parts of your grade may be rebalanced.

RESIDENTIAL SCHOOLS

Many of the students in this class are here because of the heightened awareness of the atrocities and genocide committed in the Indian Residential and Day Schools programs. In the last two decades, there has been significantly more attention paid to this topic in Canadian high schools. As such, the bar has gone up for participation – you are expected to have an introductory understanding of this issue and the legacy of the schools **prior** to coming into this class. As such there isn't a formal, stand-alone unit on Residential Schools. **However**, to make sure that folks who don't have this foundation are supported in getting caught up, there is a unit of reading on D2L with a reading response component **with which every student must familiarize**

themselves. This material is not testable, but is required reading. Once the reading is complete, students are encouraged to make a one-on-one appointment with me to talk about it. The Residential School system is one of the most well-known and expertly researched elements of Indigenous life in the field of Indigenous Studies, and has – in my view – the most easy-to-access, high quality information of any topic in the discipline. Students doing their own work on this topic will make space for the class to focus on a range of equally important, but less known, issues in Indigenous life.

FINAL EXAMINATION

There is no registrar scheduled final exam in this course

EXTENSIONS

Extensions will not be granted in the 72-hour period leading up to an assignment’s deadline, except in cases of an emergency and only if accompanied by supporting documentation. Learning to manage one’s time is a key component of university life, and students are expected to plan out their term work accordingly.

LATE PENALTIES

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated the same. Late papers, those without an extension granted by the instructor, will be docked 3% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A note of caution: computer failure is not grounds for an extension. Always back-up your work to avoid last-minute catastrophes. You have free access to auto-backup cloud services through OneDrive – please use them.

Students who confront emergencies are asked to reach out to the instructor as soon as they are able to do so. Documentation will be needed to confirm the emergency. In some cases, the only accommodation may be for the student to apply for a Deferral of Term Work from the Registrar’s website.

WRITING

Written assignments are often required in Indigenous Studies and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre or at <http://www.ucalgary.ca/ssc/writing-support>

GRADING SCALE:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University’s official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99

A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. The A+ is solely an honorific grade that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

INSTRUCTOR GUIDELINES:

Any modification to a student’s progression through the course stemming from a medical ground must be taken to the Student Accessibility Services (SAS). Simple matters like single extensions, or single excused absences can be handled by the instructor or TA in accordance with the instructions above. **Any** requests for accommodation of any sort must be received with documentation at the earliest possible date from the incident, deadline, or quiz/exam date.

Students requiring assistance are encouraged to speak to the instructor during class or during office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student’s advantage to keep such appointments.

The instructor takes a particularly dim view of plagiarism. Please familiarize yourself with the plagiarism guidelines below and in the University Calendar. In addition, every permitted detection method will be used to guard against cheating.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Browsing the web or watching videos during lecture is extremely disruptive to others around you and will not be tolerated.

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child’s needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive

environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.

If a student feels that their work has been unfairly graded, the student must submit written argumentation to the instructor about precisely where and how the awarded grade and feedback is out of alignment with the evaluation criteria on D2L. Students must also argue why their assignment *is* consistent with the assignment instructions outlined in the syllabus, (and discussed in class), as well as the resources on D2L. All normal timelines set out in the University Calendar continue to apply. Students' grades are arrived at through thoughtful consideration of the submitted work, and after providing in-text and general feedback. A generous and reciprocal educational environment calls for students to challenge grades by offering equally thoughtful argumentation on why the grade and feedback may be out of alignment with the evaluation criteria.

MENTAL HEALTH SUPPORTS

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to 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. 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, third party letter of support 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. For a list of locations to access a Commissioners for Oaths, visit 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.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student 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 www.ucalgary.ca/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.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University’s resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised 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.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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 (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in room MT116 in the lobby of MacKimmie Tower.

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.

Facebook Group for Indigenous Studies Program: <https://www.facebook.com/groups/UC.IIST/>

INDG Program Website: <http://www.ucalgary.ca/indg/>

Writing Symbols Lodge (Native Centre) Website: <https://www.ucalgary.ca/nativecentre>

Library and Resource Website : <http://www.ucalgary.ca/library>