

2018-2019 Academic Year — Winter 2019 Course Outline

UNIVERSITY OF CALGARY — DEPARTMENT OF POLITICAL SCIENCE

Poli 283-L02	Issues and Trends in World Politics
Instructor	Tareq Y. Ismael — SS 746 Ph. 220-5928
E-mail	tismael@ucalgary.ca
Office Hours	F 1:00 - 2:00 or by appointment
Class Time	WRFMT 09:00 - 17:00 (January 2-8, 2019) (Block Week)
Class Location	ST 141
Teaching Assistant	Sara Skinner (smskinne@ucalgary.ca)

Course Description and Objectives

Using four case studies from contemporary world politics - migration / refugees as well as non-state actors such as pirates off the coast of Somalia, the emergence of radical political actors such as Islamists and the 'alt-right', an examination of Iraq following the Anglo-American invasion and occupation (2003-2011) - this course will focus on the nature and trends found in contemporary world politics and their impact(s) on society. Over the course of five days students will investigate patterns of international interaction in the world by focusing on issues of development, conflict and reconstruction, the utility of military intervention, illicit trade and the impacts of ecological change, the global political economy and mobility on refugees, migrants and stateless peoples and how Canadians make a difference in the world beyond the official efforts made by their government(s).

Based upon the background materials presented through the course readings, lectures, and documentary films, students will be encouraged to join in class discussions to examine trends in international politics. In doing so, the objectives of the course are for students to begin to develop habits of mind that exhibit critical thinking about sources of information, assumptions within descriptions and analysis of global politics, and to thereby question the agenda-setting and framing of politics by the mainstream media, academics, commentators and political actors. The course is meant to encourage a critical faculty towards politics and a mindfulness that allows students to begin their study of politics without being subsumed by any one perspective (see mentions of critical thinking below, as well as how they are incorporated into the rubrics for the assessment of your assignments).

Upon completion of the course students should be familiar with and able to demonstrate an active interest in global politics, critically evaluate and distinguish media and other sources of information, as well as the confidence to discuss ideas freely within classroom discussions with the instructor and graduate T.A. as well as other students. In this experience the ability to demonstrate your own facility with *critical thinking as a habit of mind* should emerge. This will include, an ability to analyze and debate political events in a coherent manner and form individual conclusions as well as an ability to think systematically in an effort to construct logical arguments about global politics.

Course Requirements & Grades (*tentative and subject to change*)

Mid-term Exam 1	Thursday, January 3 rd	30%
Mid-term Exam 2	Monday, January 7 th	30%
Final exam (Take Home) (due electronically on Friday January 18, 2019)		40%

The first and second Mid-term Exams will take place at the beginning of each day’s class session. Each will be comprised of thirty (30) multiple-choice questions based on the required readings, the associated class lecture, and the documentary film(s) shown.

*Make Up Exam(s) – Are only possible if a student has an acceptable excuse (as outlined in the University of Calgary Calendar) and provides necessary documentation for their absence. Make up quizzes/exams are administered and scheduled by the department. Aside from illness or medical emergency, arrangements for any make-up **must** be approved by the instructor prior to the in-class exam day.*

Note that any make-up assignment may (by necessity) adopt an alternative format (such as short answer ‘identify and define’ or an essay).

*******All assignments must be completed in order to complete the course.*******

	Readings	Lecture(s)	Film(s)
Mid-term 1 30%	Wilkinson, “States,” and “Non-States”; Kaldor, ‘Five Meanings of Global Civil Society’; “Sovereignty,” and “Nationalism,” from the Stanford Encyclopedia;	Wednesday (written on Thursday)	‘Shock and Awe’
Mid-term 2 30%	Al-Tikriti, ‘Civilians in Mosul’s Battle of Annihilation’ Daher, ‘Sadr, Sectarianism, and a Popular Alternative’ Sjursen, ‘How We Got Here’ ‘New Challenges to Human Security’ Spilker et. al. ‘There’s grim news on climate change’ Elver, ‘Suffering from Hunger in a World of Plenty’	Thursday and Friday (written on Monday)	‘Saddam, America’s best enemy’ and ‘Stolen Seas’

The Final Exam (40%) will be a take home assignment and be due Friday January 18, 2019. It will be cumulative (assessing all the materials from the course) and comprised of two (2) essay responses of roughly 1500-2000 words each (not to exceed 2500), to a selection of prompts/questions distributed on the final day’s class session. Your response(s) are to be based on the required readings assigned, the lectures and the documentary films.

Critical Thinking as a Habit of Mind

Critical Thinking skills and assessment of alternative sources is both of paramount importance for the student of politics and exceedingly difficult to assess in assignments of sufficient length in an undergraduate course setting. The Take Home final exam will provide students with two weeks to reflect on the block week course sessions, to revisit the required readings and documentary films, and then respond to two essay questions/prompts (from a selection) provided on the final day of class.

To exhibit the critical thinking skills indicated in the course objectives above, and found in the essay assessment rubric attached below, you should attempt to demonstrate seven habits of thinking in your essay responses: i) identify and concisely explain the problem / question at issue; ii) identify the context this issue is found in, while also recognizing the influence of the context on different stakeholders, the positions they adopt and the issue itself; iii) present your own perspective and position related to the issue as well as how you relate to that of your sources; iv) acknowledge other perspectives salient to the issue (especially those provided in the course resources); v) identify and evaluate the key assumptions behind the claims and recommendations made; vi) evaluate the quality of supporting data/evidence (in a research project you could then provide additional data as needed); and vii) evaluate conclusions, implications, and consequences.

***Note: The Take-Home Final Exam, due **Friday 18 January 2019**, is to be submitted electronically to the course D2L site prior to 11:59 p.m.*

A note on grades

I do not negotiate grades; however. I will be available for clarification designed to aid your learning and support improvement. If you believe that your grade does not accurately reflect the quality of your work, you are advised to initiate the Faculty's formal appeal process.

The Use of Electronics:

Laptops are not allowed in class. Cell phones should be turned off and are not to be used in class for any reason.

Email Policy:

Email should be treated as a professional communication. Basic rules of grammar and etiquette apply. Emails that do not follow this spirit will not be answered. Emails will be answered in due time, but not always immediately (especially with the congested course schedule). If you have questions regarding class material **please raise them in class**, it is often to the benefit of others. Office hours are for questions relating to the course mechanics and should not be seen as an opportunity for a private 'tutorial'. Moreover, grades will not be discussed over the phone or by emails.

Grading System

A percentage grading system is used in marking, based upon the percentage weights of exams. These grades will be added together to obtain the final letter grade.

Grade	Percentage	Grade Description
A+	96-100	<i>Excellent</i> <ul style="list-style-type: none"> • all the below achieved at a level of “excellence” • clear evidence that the student has initiated an approach to the topic
A	90-95	
A-	85-89	
B+	80-84	<i>Above Average</i> <ul style="list-style-type: none"> • all the “C” requirements, but obviously at an above level • a demonstrated critical-evaluative capacity, that is, the ability to place differing degrees of value upon a variety of elements within an analysis, rank them in priority, and attempt to justify and show their importance in terms of their effect • the ability to demonstrate a position taken with regard to an issue, and a related ability to defend the position with reasonable logical, historical, political, and social evidence
B	75-79	
B-	70-74	
C+	65-69	<i>Satisfactory</i> <ul style="list-style-type: none"> • demonstrated knowledge of basic facts relevant to the area • demonstrated capacity to apply a variety of political science concepts • an ability to apply abstract models to an issue so as to increase one’s understanding of the area • a beginning ability to make evaluative statements about materials that are primarily descriptive
C	60-64	
C-	55-59	
D+	53-54	
D	50-52	
F	0-49	

Current Events

Students are expected to stay up to date with current affairs as such events relate to the course content. The topics examined in class will be investigated in a scholarly manner using concepts, theories and tools associated with the social sciences broadly and political science in particular. With the fast-moving events of contemporary global politics, especially with regard Iraq and the greater Middle East region and the emergence of non-state actors, the empirical material for your analytical exploration and learning of political science will always be expanding. Therefore, it is a good habit of mind to become acquainted and knowledgeable with credible information sources that challenge assumptions and bring new data and insight(s) to your attention in a timely manner. Students should pay attention to the nature of media coverage by comparing Western reports on current affairs with Middle Eastern and non-Western coverage (even if English language sources are all that are accessible to you).

With no preference or endorsement, the following list may serve as a starting point:

Al-Jazeera: <http://english.aljazeera.net>

Al-Ahram Weekly: <http://weekly.ahram.org.eg/>

Al-Monitor: <http://www.almonitor.com/>

Haaretz: <http://www.haaretz.com/>

Jordan Times: <http://www.jordantimes.com>

Japan Times Online: <http://www.japantimes.co.jp/>

Asian Times Online: <http://www.atimes.com/>

BBC: <http://www.bbc.co.uk/>

CBC: <http://www.cbc.ca/>

New York Times: <http://www.nytimes.com/>

Fox News: <http://www.foxnews.com/>

Wiki Leaks: <http://www.wikileaks.org>

Foreign Policy: <http://foreignpolicy.com/>

The Economist, Middle East and Africa: <http://www.economist.com/world/middle-east-africa>

The New Yorker: <http://www.newyorker.com/>

The Guardian (UK): <http://www.theguardian.com/uk>

The Independent (UK): <http://www.independent.co.uk/>

LA Times: <http://www.latimes.com/>

Toronto Star: <http://www.thestar.com/>

RT: <http://rt.com>

Required Readings (subject to change)

Wednesday readings:

Paul Wilkinson, "States," and "Non-States" from his *International Relations: A Very Short Introduction*. (Oxford Paperbacks, 2007).

UofC Library: JZ1305 .W545 2007 [Available online and on reserve]

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=415446>

Mary Kaldor, 'Five Meanings of Global Civil Society,' in Manfred B. Steger (ed). *The Global Studies Reader*. 2nd Edition (Oxford University Press, 2014).

UofC Library: JZ1318 .G55894 2015 [on reserve]

"Sovereignty," *Stanford Encyclopedia of Philosophy* (Stanford, CA: 2003), <http://plato.stanford.edu/entries/sovereignty/>

"Nationalism," *Stanford Encyclopedia of Philosophy* (Stanford, CA: 2005), <http://plato.stanford.edu/entries/nationalism/>

Documentary Film: Shock and Awe (2017)

Link: <https://www.imdb.com/title/tt5540992/>

Thursday readings:

Civilians in Mosul's Battle of Annihilation

by Nabil Al-Tikriti

Middle East Report No. 286

<https://www.merip.org/mer/mer286/civilians-mosuls-battle-annihilation>

Sadr, Sectarianism, and a Popular Alternative

By Joseph Daher

Jacobin. June 21, 2018

<https://www.jacobinmag.com/2018/06/iraq-elections-sairoun-muqtada-al-sadr>

Danny Sjursen, "How We Got Here: The Misuse of American Military Power and The Middle East in Chaos," *TomDispatch*. February 21, 2017

http://www.tomdispatch.com/blog/176245/tomgram%3A_danny_sjursen%2C_mission_unaccomplished%2C_15_years_later

Documentary Film: 'Saddam, America's best enemy: a film' (2005)

Link: http://www.imdb.com/title/tt0466326/?ref=fn_al_nm_1a

Friday readings:

New Challenges to Human Security: Environmental Change and Human Mobility
Institute for the Study of Diplomacy - Working Group Report (April 2017)
https://isd.georgetown.edu/New_Challenges_to_Human_Security

There's grim news on climate change. Will it lead to mass migration and conflict?
By Gabriele Spilker, Vally Koubi, Lena Schaffer and Tobias Böhmelt
Monkey Cage blog (*Washington Post*). October 15, 2018
<https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/12/how-does-climate-change-push-migration-and-conflict-heres-what-our-interviews-reveal/>
shortened: <https://goo.gl/yaJdtw>

Suffering from Hunger in a World of Plenty by Hilal Elver
Middle East Report No. 286
<https://www.merip.org/mer/mer286/suffering-hunger-world-plenty>

Documentary Film: Stolen Seas (2012) <https://www.imdb.com/title/tt1981690/>

Monday readings:

Why national populism is here to stay - Those yearning for a new liberal centrist politics are going to be disappointed – but can they offer an alternative? by Matthew Goodwin
New Statesman (America). October 3, 2018
<https://www.newstatesman.com/2018/10/why-national-populism-here-stay>

How social media took us from Tahrir Square to Donald Trump by Zeynep Tufekci. *MIT Technology Review*. August 14, 2018
<https://www.technologyreview.com/s/611806/how-social-media-took-us-from-tahrir-square-to-donald-trump/>

Alt-Right or jihad? Unleashed by globalisation's dark side and the collapse of communities, radical Islam and the alt-Right share a common cause by Scott Atran
Aeon. November 6, 2017
<https://aeon.co/essays/radical-islam-and-the-alt-right-are-not-so-different>

Rage Against the Machines - How party activists deliberately made Congress more partisan. by Lee Drutman. *Washington Monthly*. January/February/March 2018
<https://washingtonmonthly.com/magazine/january-february-march-2018/rage-against-the-machines/>

Two Cheers for Polarization by Sam Rosenfeld. *Boston Review*. October 25, 2017
<http://bostonreview.net/politics/sam-rosenfeld-two-cheers-polarization>

See also: On The Ezra Klein Show, political scientist Sam Rosenfeld explains how Republicans and Democrats became so divided. *Vox*. Jul 30, 2018
<https://www.vox.com/2018/7/30/17622894/ezra-klein-show-book-recommendations-sam-rosenfeld-party-polarization-democrat-republican>

Documentary Film: The Trump administration and the Islamophobia industry
Aljazeera website here: <https://interactive.aljazeera.com/aje/2018/islamophobia-investigation/index.html>
Film screening on YouTube here: <https://www.youtube.com/watch?v=-G9G79oImG4>

Tuesday readings:

Gianpaolo Baiocchi and Marcelo K. Silva, “Who Supports Brazil's New Strongman? Far-right candidate Jair Bolsonaro is within an inch of the presidency,” *Boston Review*. (October 12, 2018). Link:
<http://bostonreview.net/world/gianpaolo-baiocchi-marcelo-k-silva-who-supports-brazils-new-strongman>

Brian Girvin, “Brexit and the rise of right-wing populism in Europe: why and how nationalism matters,” *H-Nationalism*. June 26, 2018.
<https://networks.h-net.org/node/3911/discussions/1971598/brexit-and-rise-right-wing-populism-europe-why-and-how>

Patrick Cockburn, “Is war reporting losing the propaganda battle? Politics, finance and technology have changed the role of on-the-ground reporters. A foreign correspondent for more than 40 years, Patrick Cockburn says the march of fake news should remind us of the vital need for eyewitness accounts,” *The Independent*. November 13, 2018.
https://www.independent.co.uk/news/long_reads/war-reporting-journalists-syria-afghanistan-libya-a8538241.html

“Chapter 1: What populism is” and “Chapter 6: Causes and responses” in Cas Mudde and Cristobal Rovira Kaltwasser *Populism: A Very Short Introduction*. 2nd edition (Oxford University Press, 2017). Ebook available in library

Cas Mudde, “Why nativism, not populism, should be declared word of the year: The Cambridge Dictionary has got its definition and its application wrong. It conflates the term with the nativism of the radical right,” *The Guardian*. (December 7, 2017). Link:
<https://www.theguardian.com/commentisfree/2017/dec/07/cambridge-dictionary-nativism-populism-word-year>

Documentary Film: Why We Fight (98 minutes)
<https://www.imdb.com/title/tt0436971/>

POLI 283 – Take Home Final Exam Essay Evaluation Form – Due Friday January 18, 2019 | **Essay One – (/20 = %)**

<i>Area</i>	Portion of Grade	Definition
General Presentation	6 points	
	0.0	<ul style="list-style-type: none"> ○ Sufficient coverage of course materials/content? ○ Grammar, spelling, punctuation, citations, references and bibliography. ○ Are quotations clearly demarcated.
Organization and Effective Argumentation	7 points	
	0.0	<ul style="list-style-type: none"> ○ Is the argument clearly and logically laid out? Is what you are saying clear? ○ Are relevant terms, dates, and issues, clarified and defined when necessary? Is plain English or technical jargon used? Be precise. Be clear. ○ Is the argument thorough and substantiated by sufficient evidence and support? Are ideas developed in a structured manner and focus maintained without monotony and unnecessary repetition?
Critical Analysis	7 points	
	0.0	<ul style="list-style-type: none"> ○ Are interesting or original ideas presented. ○ Where appropriate, are sources and arguments found in the assigned literature critically evaluated and engaged. ○ Is the argument persuasively presented and not a simple summary of the cited material. ○ Is the argument engaging the material or providing a narrative.

Scoring Rubric for Essay Questions

Level of Achievement	General Presentation	Effective Argumentation	Critical Analysis
Exemplary (>6 pts)	<ul style="list-style-type: none"> • Provides a clear and thorough introduction and background • Addresses the question / prompt • Presents arguments in a logical order • Uses acceptable style and grammar (no errors) 	<ul style="list-style-type: none"> • Demonstrates an accurate and complete understanding of the question • Uses several arguments and backs arguments with examples, data that support the conclusion 	<ul style="list-style-type: none"> • Demonstrates all seven habits of mind associated with critical thinking; • Provides assessment of conclusions, argumentation and consequences of assigned materials;
Quality (5-6 pts)	<ul style="list-style-type: none"> • Combination of above traits, but less consistently represented (1-2 errors) • Same as above but less thorough, still accurate 	<ul style="list-style-type: none"> • Uses only one argument and example that supports conclusion 	<ul style="list-style-type: none"> • Exhibits several of the habits; • Accurate application of more than one habit;
Adequate (3-5 pts)	<ul style="list-style-type: none"> • Does not address the question explicitly, though does so tangentially • States a somewhat relevant argument • Presents some arguments in a logical order • Uses adequate style and grammar (more than 2 errors) 	<ul style="list-style-type: none"> • Demonstrates minimal understanding of question, still accurate • Uses a small subset of possible ideas for support of the argument. 	<ul style="list-style-type: none"> • Evidences only one critical thinking habit; • Does not apply exhibited habit to sources; • Presents application of habits to the identified topic / issue;
Needs improvement (2-3 pts)	<ul style="list-style-type: none"> • Does not address the question • States no relevant arguments • Is not clearly or logically organized • Fails to use acceptable style and grammar 	<ul style="list-style-type: none"> • Does not demonstrate understanding of the question, inaccurate • Does not provide evidence to support response to the question 	<ul style="list-style-type: none"> • Minimal acknowledgment of one (or more) habit; • No application of habits to sources or the topic identified;
No Answer (0 pts)			

**POLI 283 Block course ~ Winter 2019 (9:00 – 5:00) ~ Daily Schedule
(tentative and subject to change)**

	Wednesday	Thursday	Friday	Monday	Tuesday
Topic:	<i>Global Politics: contemporary challenges</i>	<i>Iraq and wars of choice</i>	<i>Hollowed states and migration</i>	<i>The emergence of radical actors and terrorism</i>	<i>Tension Areas in world politics</i>
9:00-10:00	Intro to course	Mid-term Exam 1 Lecture on Iraq and geopolitics	Lecture on state efficacy and state sovereignty	Mid-term Exam 2	Lecture on the Middle East, media and global politics
10:00 – 10:15	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>
10:15 – 11:30	Lecture on the study of global politics today	Lecture on conflict and adjustment	Lecture migration / refugees	Lecture on political conflict & radicalization	Populism, the right and global politics
11:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
Documentaries:	Shock and Awe (90 min)	Saddam, America's best enemy (54 min)	Stolen Seas (90 min)	The Trump administration and the Islamophobia industry (48 min)	Why We Fight (98 min) https://www.imdb.com/title/tt0436971/
Documentary Website	https://goo.gl/W25bH8	https://goo.gl/t2h1MM	http://stolenseas.com	https://goo.gl/ZkarRQ	
at end film	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>
~2:10/2:55 to 4:30	Summative Discussion	Summative Discussion	Summative Discussion	Summative Discussion	Summative Discussion

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1	Paul Wilkinson, “States,” and “Non-States” from his International Relations: A Very Short Introduction. (Oxford Paperbacks, 2007). UofC Library: JZ1305 .W545 2007 Available online	Civilians in Mosul’s Battle of Annihilation by Nabil Al-Tikriti Middle East Report No. 286 https://www.merip.org/mer/mer286/civilians-mosuls-battle-annihilation	New Challenges to Human Security: Environmental Change and Human Mobility Institute for the Study of Diplomacy - Working Group Report (April 2017)	Why national populism is here to stay by Matthew Goodwin New Statesman. October 3, 2018 https://goo.gl/xHKUmx	Baiocchi and Silva, ‘Who Supports Brazil’s New Strongman?’ Boston Review. (2018) https://goo.gl/1Tc8qU)
2	Mary Kaldor, ‘Five Meanings of Global Civil Society,’ in Manfred B. Steger (ed). The Global Studies Reader. 2nd Edition (Oxford University Press, 2014). UofC Library: JZ1318 .G55894 2015	Sadr, Sectarianism, and a Popular Alternative By Joseph Daher Jacobin. June 21, 2018 https://www.jacobinmag.com/2018/06/iraq-elections-sairoun-muqtada-al-sadr	There’s grim news on climate change. Will it lead to mass migration and conflict? By Gabriele Spilker, Vally Koubi, Lena Schaffer and Tobias Böhmelt Monkey Cage blog (Washington Post). October 15, 2018 https://goo.gl/yaJdtw	How social media took us from Tahrir Square to Donald Trump by Zeynep Tufekci. MIT Technology Review. August 14, 2018 https://goo.gl/h9Fb7k Alt-Right or jihad? by Scott Atran Aeon (2017). https://goo.gl/ToxB48	Girvin, ‘Brexit and the rise of right-wing populism in Europe’ H-Nationalism (2018) https://goo.gl/XMBcXw Mudde, ‘Why nativism, not populism, should be declared word of the year,’ <i>The Guardian</i> . (2017) https://goo.gl/Mj3DW7
3/4	“Sovereignty,” Stanford Encyclopedia of Philosophy (Stanford, CA: 2003), http://plato.stanford.edu/entries/sovereignty/ “Nationalism,” Stanford Encyclopedia of Philosophy (Stanford, CA: 2005), http://plato.stanford.edu/entries/nationalism/	Danny Sjrursen. “How We Got Here: The Misuse of American Military Power and The Middle East in Chaos.” <i>TomDispatch</i> . February 21, 2017 https://goo.gl/VMD9bs	Suffering from Hunger in a World of Plenty by Hilal Elver Middle East Report No. 286 https://www.merip.org/mer/mer286/suffering-hunger-world-plenty	Rage Against the Machines - by Lee Drutman. Washington Monthly (2018). https://goo.gl/KcugCy Two Cheers for Polarization by Sam Rosenfeld. Boston Review. (2017) https://goo.gl/qejkss	‘Chapter 1: What populism is’ and ‘Chapter 6: Causes and responses’ in Mudde and Kaltwasser <i>Populism: A Very Short Introduction</i> . (2017). Ebook available in library

IMPORTANT POLICIES AND INFORMATION

University Policy on Statutory Declarations regarding absences and/or unsubmitted or late course requirements:

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/n-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

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>.

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Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

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>.

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.

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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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 the MacKimmie Library Block.

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Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

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: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

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

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