



**DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS**

**POLI 321 Lecture 01  
Politics and Government in Canada  
Fall 2021**

*The Faculty of Arts, the Department of Political Science, and the instructor reserve the right to change the delivery method of this course from blended to online if it is determined that circumstances warrant such a change.*

**INSTRUCTOR:** Dr. Erica Rayment

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**EMAIL:** [erica.rayment@ucalgary.ca](mailto:erica.rayment@ucalgary.ca)

**OFFICE HOURS:** Meetings held on Zoom; Book through <https://ericarayment.youcanbook.me/>

**COURSE DAY/TIME:** MWF 16h00 – 16h50 (in-person meetings Fridays 16h00 – 16h50)

**DELIVERY METHOD:** Blended (Asynchronously & In-person F 16h00 - 16h50)

**COURSE LOCATION:** ST 143 (for Friday in-person meetings), everything else is on D2L

**COURSE PRE-REQUISITES:** None

**TEACHING ASSISTANT:** Dawn Moffat McMaster

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## Course Description

This course introduces students to the study of Canadian politics and government with a focus on political institutions and processes. Students will learn about the constitution, federalism, the electoral system, parties, parliament, the bureaucracy and the courts. The course presents each topic as part of a series of interrelated building blocks, with each week building upon the knowledge and foundations established in previous topics. This approach emphasizes the connections and relationships across political institutions and processes. The course also integrates questions about women, racialized minorities and Indigenous people into discussions about topics throughout the semester.

The course will be delivered through a blended format. Asynchronous content, including short lecture videos, will be posted to D2L every week. Students are expected to review that content before Friday of every week, and then we will meet in person every Friday to discuss that week's content. In-person meetings will include group discussion and activities that allow students to integrate and apply their learning from the course's asynchronous content. Students are expected to engage with both the asynchronous and in-person elements of the course (***please review the note on COVID-19/These Strange Times in the Course Policies section below***).

## Course Objectives and Learning Outcomes

This course is designed to:

- Provide an introduction to Canadian political institutions and processes;
- Stimulate student interest in Canadian politics, policy and government;
- Equip students with the skills and knowledge to engage critically and effectively as active participants in Canadian politics;
- Help students develop and practice key research, writing, and critical thinking skills that will help them succeed in their university career and beyond.

By the end of this course, students will be able to:

- Identify and explain the role and function of key Canadian political institutions and understand how these institutions operate in relation to one another;
- Understand appropriate metrics and frameworks to evaluate Canadian politics and political institutions;
- Apply this understanding to evaluate and discuss current and historical issues and events in Canadian politics;
- Access and use electronic databases, journals, books and other reputable resources to identify and gather relevant source materials;
- Assess, evaluate and synthesize evidence and arguments;
- Develop a clearly articulated thesis statement and advance persuasive, evidence-based written arguments.

## Required Textbooks and Readings

There is one required textbook for the course:

**Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9<sup>th</sup> Edition.**

We will be using **Top Hat** to access a customized, digital version of the textbook. For instructions on how to create a Top Hat account and access this digital textbook, please refer to Top Hat's Getting Started Guide (<https://bit.ly/31TGMlw>).

If you **already have a Top Hat account**, go to <https://app-ca.tophat.com/e/601185> to be taken directly to our course digital textbook.

If you are **new to Top Hat**:

- Go to <https://app.tophat.com/register/student>
- **Search** for our course textbook with the following **join code**: 601185

The cost of the textbook is \$47 and will be applied at checkout when enrolling in our Top Hat course. Or you can purchase a Bookstore Key from the UofC Bookstore and enter the Bookstore Key when prompted.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

For students who prefer a **physical textbook**, a print copy can be obtained for an additional \$25. Instructions for how to obtain a print copy are available at the end of the "Front Matter" section of the digital textbook.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Additional readings listed in the Course Schedule will be made available on D2L. Please note that the instructor may make minor modifications to the assigned course readings. Any changes to the schedule of assigned readings will be announced on D2L. **If there is a discrepancy between the assigned readings listed in the syllabus and the readings listed on D2L, please treat the list of readings on D2L as authoritative.**

## Required Technology

Students in this course are required to have a computer with an internet connection and audio/video capability that will enable them to access digital course content (readings, videos, etc.) through D2L.

## Summary of Course Components, Due Dates, and Weighting

Assessment	Due Date	Weighting
Syllabus Quiz	Sep 17 @ 11:59 p.m.	2%
Participation	Ongoing	5%
Quizzes (Best 2 of 3)	Oct 4, Nov 1, Nov 29	20%
Annotated bibliography & outline	Oct 15 @ 11:59 p.m.	13%
Research paper	Nov 19 @ 11:59 p.m.	30%
Take Home Exam	Dec 10 @ 4 p.m. (Questions posted Dec 8 @ 4 p.m.)	30%

**NOTE: All course assignments MUST be submitted electronically through D2L.** If a student misses a required course component, they must contact the instructor as soon as possible.

## Course Schedule

Please note that the schedule below is tentative and may change as the need arises. Any changes to this schedule will be announced in class and on D2L. If there is a discrepancy between the schedule and/or assigned readings listed in the syllabus and on D2L, please treat D2L as authoritative.

### Week 1 (Sep 10): Introduction/Welcome

*We'll review the syllabus, timelines and logistics for the course. Please review the syllabus and feel free to get a jump on next week's readings.*

### Week 2 (Sep 13 – 17): Studying Politics, Institutional Foundations, and Colonialism

**\*\*SYLLABUS QUIZ MUST BE COMPLETED BY THE END OF THIS WEEK\*\***

- TEXTBOOK – Chapter 1: Approaching the Study of Politics (pp. 3-9)
- TEXTBOOK – Chapter 2: Institutional Foundations and the Evolution of the State
- Cross, William. 2010. "Constructing the Canadian Democratic Audit." In William P. Cross, ed. *Auditing Canadian Democracy*. Vancouver: UBC Press.

### Week 3 (Sep 20 – 24): Indigenous Politics

- TEXTBOOK – Chapter 4: Indigenous Peoples
- Treaty 7 Elders and Sarah Carter. 1995. *The True Spirit and Original Intent of Treaty 7*. Montreal: McGill-Queen's University Press. **Foreword and Preface.**
- Simpson, Leanne. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press. **Introduction**

#### Week 4 (Sep 27 – Oct 1): The Constitution

- TEXTBOOK – Chapter 16: The Canadian Constitution and Constitutional Change
- Russell, Peter H. 2006. “Constitutional Politics in Multi-National Canada.” *Arena Journal* 14.
- Russell, Peter H. 2006. “Constitutional Politics: In a New Era Canada Returns to Old Methods,” in Hans J. Michelmann and Christine de Clercy, eds. *Continuity and Change in Canadian Politics: Essays in Honour of David E. Smith*. Toronto: University of Toronto Press. (brief excerpts)

#### Week 5 (Oct 4 – 8): Federalism

**\*\*QUIZ 1 THIS WEEK\*\***

- TEXTBOOK – Chapter 17: The Federal System
- Cairns, Alan C. 1977. “The Government and Societies of Canadian Federalism.” *Canadian Journal of Political Science* 10 (4). (brief excerpts)
- Gibbins, Roger. 1998. “Federalism and Regional Alienation,” in Martin Wetmaccott and Hugh Mellon, eds. *Challenges to Canadian Federalism*. Toronto: Prentice Hall. (brief excerpts)
- Rocher, François. 2009. “The Quebec-Canada Dynamic or the Negotiation of the Ideal of Federalism,” in Alain-G. Gagnon, ed. *Contemporary Canadian Federalism: Foundations, Traditions, Institutions*. Toronto: University of Toronto Press. (brief excerpts).

#### Week 6 (Oct 13 – 15): The Electoral System

**\*\*ANNOTATED BIBLIOGRAPHY & OUTLINE DUE THIS WEEK\*\***

**\*\*OUR IN-PERSON MEETING THIS WEEK WILL BE ON WEDNESDAY, OCTOBER 13 INSTEAD OF OUR USUAL FRIDAY\*\***

- TEXTBOOK – Chapter 12: Elections and the Electoral System
- Pilon, Dennis. 2007. *The Politics of Voting*. Toronto: Emond Montgomery. (brief excerpts)
- Virgint, Erin. 2016. “Electoral Systems and Women’s Representation.” Library of Parliament Publication No. 2016-30-E (pp. 3-7). Online: <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2016-30-e.pdf>
- Cochrane, Christopher. 2017. “The Imaginary Worlds of Electoral System Reform.” In Andrew Potter, Daniel Weinstock and Peter Loewen, eds., *Should We Change How We Vote?* Montreal: McGill-Queen’s University Press: pp. 42-48.

#### Week 7 (Oct 18 – 22): Political Parties and Voting

- TEXTBOOK – Chapter 13: Political Parties and the Party System
- TEXTBOOK – Chapter 14: The Election Campaign, Voting, and Political Participation (pp. 327-333)
- Cairns, Alan C. 1968. “The Electoral System and the Party System in Canada, 1921-1965.” *Canadian journal of Political Science* 1 (1). (brief excerpts)

- Bashevkin, Sylvia. 1993. "The Higher the Fewer: Women's Participation in Major Party Organizations," in *Toeing the Lines: Women and Party Politics in English Canada*. 2<sup>nd</sup> Edition. Toronto: University of Toronto Press. **(brief excerpts)**

### **Week 8 (Oct 25 – 29): Parliament I – The House of Commons**

- TEXTBOOK – Chapter 21: Parliament (everything except sections about the Senate)
- Franks, C. E. S. 1987. "Introduction," in *The Parliament of Canada*. Toronto: University of Toronto Press. **(brief excerpts)**
- Young, Lisa. 2013. "Slow to Change: Women in the House of Commons." In Linda Trimble, Jane Arscott, and Manon Tremblay, eds., *Stalled: The Representation of Women in Canadian Governments*. Vancouver: UBC Press: 253-272
- Michael D. Morden. 2018. "Parliament and the Representation of Indigenous Issues: The Canadian Case." *Parliamentary Affairs* 71 (pp. 124-143)

### **Week 9 (Nov 1 – 5): Parliament II – The Senate**

**\*\*QUIZ 2 THIS WEEK\*\***

- TEXTBOOK – Chapter 21: Parliament (the sections about the Senate)
- Docherty, David. 2002. "The Canadian Senate: Chamber of Sober Reflection or Loony Cousin Best Not Talked About." *The Journal of Legislative Studies*. 8 (3): 27-48
- Thomas, Paul G. 2019. "Moving Toward and Improved Senate." IRPP Study 70. Montreal: Institute for Research on Public Policy (pp. 7-25)

### **Week 10 (Nov 8 – 12): READING WEEK – NO CLASSES**

### **Week 11 (Nov 15 – 19): The Executive**

**\*\*RESEARCH PAPER DUE THIS WEEK\*\***

- TEXTBOOK – Chapter 19: The Executive: Crown, Prime Minister, and Cabinet
- Savoie, Donald J. 1999. "The Rise of Court Government in Canada." *Canadian Journal of Political Science* 32 (4). **(brief excerpts)**

### **Week 12 (Nov 22 – 26): The Bureaucracy and Policymaking**

- TEXTBOOK – Chapter 20: The Bureaucracy
- Savoie, Donald J. *Breaking the Bargain: Public Servants, Ministers and Parliament*. Toronto: University of Toronto Press (pp. 3-16)

### **Week 13 (Nov 29 – Dec 3): Courts and the Charter**

**\*\*QUIZ 3 THIS WEEK\*\***

- TEXTBOOK – Chapter 22: The Judiciary
- TEXTBOOK – Chapter 18: The Charter of Rights and Freedoms
- Hogg, Peter W. and Allison A. Bushell. 1997. "The Charter Dialogue Between Courts and Legislatures or Perhaps the Charter of Rights and Freedoms Isn't Such a Bad Thing After All." *Osgoode Hall Law Journal* 35 (1). **(brief excerpts)**.

## Week 14 (Dec 6 – 8): Catch up and Take Home Exam

**\*\*TAKE HOME EXAM THIS WEEK\*\***

### Description of Course Assignments

#### Syllabus Quiz

The easiest 2% you'll ever earn! To ensure students are familiar with the details of course policies, assignment details and lecture topics, there will be a short, multiple choice, open book quiz about the content of the course outline. **The quiz will be available on D2L. The quiz is not timed, and students can take the quiz as many times as they would like until the deadline at 11:59 p.m. on September 17.**

#### Participation

To encourage participation in the weekly in-person meetings and active engagement with course material, a small portion of your grade in the course will be based on participation. During weekly meetings, students will have the opportunity to demonstrate engagement with course material (e.g. asking questions, participating in small group work and full class discussions, in-class writing/reflections, etc.).

I recognize that students may need to miss in-person meetings more frequently this semester due to illness or close contact with someone who is ill (please see the note on COVID-19 and attendance in the Course Policies section below). To account for this, participation will be assessed flexibly and alternative opportunities to participate and demonstrate engagement with course material will be made available to students by request.

#### Quizzes

To encourage students to keep up with readings and lecture content, and to provide students with an opportunity to check in on their understanding of course material and concepts, there will be three short multiple-choice quizzes throughout the semester. Quizzes will cover assigned readings and lecture content up to the week before the quiz date (i.e. Quiz 1 in week 5 will cover the content assigned for weeks 2, 3 and 4; Quiz 2 in week 9 will cover the content assigned for weeks 5, 6, 7 and 8; Quiz 3 in week 13 will cover the content assigned for weeks 9, 10, 11 and 12).

Quizzes will be available on D2L for a 24-hour period starting at 11:59 p.m. on the Sunday before the quiz is scheduled until 11:59 p.m. on the Monday when the quiz is due (**October 4, November 1, November 29**). Students can complete the quiz at any time during this 24-hour period. Quizzes should take 20 minutes to complete. Students will be given 30 minutes to complete each quiz to allow for any technology issues that may arise. Quizzes are open book and must be completed individually.

Students' final grade for the quizzes will be based on their best two quiz scores. No make-up quizzes will be offered since the lowest grade is automatically dropped.

### **Annotated Bibliography & Outline**

Gathering, summarizing, and assessing evidence are important skills for writing a research paper (they're also useful skills outside the university!), but we don't often get the chance to practice these skills on their own.

The annotated bibliography and outline assignment gives students the opportunity to focus on

- (1) gathering, summarizing, and assessing evidence from scholarly sources;
- (2) clarifying the argument they plan to make in their paper; and
- (3) thinking about how they will organize the evidence to support their argument.

Students will build on the work completed for the annotated bibliography and outline for the final research paper (details below).

Paper topics, grading criteria and detailed instructions for the annotated bibliography and outline will be posted on D2L. ***The annotated bibliography and outline must be submitted through D2L by 11:59 p.m. on October 15.***

### **Research Paper**

The research paper (6-8 pages) builds on the learning throughout the course and provides an opportunity to examine an aspect of Canadian politics in greater depth. It is also an opportunity for students to practice important transferrable skills, including gathering, synthesizing and evaluating evidence as well as developing and communicating persuasive evidence-based arguments. The research paper brings together and builds upon the earlier work completed for the annotated bibliography and outline assignment.

Grading criteria for the research paper will be posted on D2L. ***The research paper must be submitted through D2L by 11:59 p.m. on November 19.***

### **Final Take-home Exam**

To ensure that students have a strong critical understanding of the course material and the connections between topics, the final exam will cover all the material covered in the course.

The final exam will be administered as a take-home exam. Students will have 48 hours to complete the exam. **Questions will be posted on D2L at 4 p.m. on December 8 and the completed exam must be submitted through D2L by 4 p.m. on December 10.** Additional details about the exam format will be discussed in class and announced on D2L.

## Writing Statement

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, 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 by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

## Grading Scale

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

## Course Policies

### These Strange Times

As we make our way back to campus for what is likely to be a challenging Fall term, everyone's health and well-being – yours, your families', and mine – are my top priority. We all need to do whatever we can to keep each other healthy. With that in mind, I'd make the following requests:

1. **Get vaccinated.** Vaccines are our best protection against COVID-19 and the U of C strongly encourages everyone in the university community to get their vaccines (I've had mine!). If you have not been fully vaccinated for COVID (2 shots + 2 weeks), I encourage you to do so. It will help keep us all safe. There are drop-in clinics on campus, including at the MacEwan Student Centre pharmacy.
2. **Wear a mask in class.** The University of Calgary is recommending mask use in campus buildings this semester. We'll be in pretty close quarters, so I would request that everyone wear their mask in class for POLI 321. Masks are an easy step we can all take to keep each other safe and healthy. I'll be wearing my mask in class too.
3. **Don't come to class if you or someone in your household is feeling ill.** Even if it's just a sniffle. I promise to do the same - if I'm feeling unwell, I'll shift our in-person meetings to Zoom (and make the announcement and share links on D2L and by email). There are a couple of big lessons I hope the last 18 months have taught us, and one of them is that it's not worth it to show up to work/school/etc. if we're sick.<sup>1</sup> I've designed the course so that if you have to miss a class due to illness, the impact on your learning will be limited. The bulk of the material (readings, lecture videos, assignments) can be worked through asynchronously through D2L. Participation will be assessed flexibly and if you're unable to make it to our weekly in-person meeting, there will be alternative opportunities to demonstrate participation/ engagement with class material. *But if you*

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<sup>1</sup> Another is that airplanes are truly disgusting and we should probably keep wearing masks on airplanes. But that's less relevant here.

*and everyone in your household are feeling healthy and well, please do come to class – there's no substitute for the in-person experience!*

### **Course Communication**

Office hours are usually the best way to get an effective response on an issue from me. Students can sign up for an appointment in office hours using the automatic system through <https://ericarayment.youcanbook.me/>.

Email communication is best for dealing with logistical and/or administrative issues (e.g. providing documentation to request an extension, reminding me to share that link I mentioned in class, asking for clarification on something that isn't covered in the syllabus). If you have a question about course content, ideas, or concepts your best bet is to come to office hours for a (virtual) in-person chat.

If you are contacting me by email, please use your university email address and include the course code in the subject line. I check email from Monday to Friday and will do my best to respond to emails within two business days. Your patience is appreciated if it takes me a bit longer to respond, but if your matter is urgent and you haven't heard from me within two business days, please send a nudge.

### **Late Penalties**

Late assignments will be subject to a late penalty of 5% per day (including weekends). Assignments submitted more than five days after the due date will be assigned a grade of zero. Assignments handed in after the work has been returned to the class cannot be marked for credit. Accommodations due to late registration into the course will NOT be approved.

### **Extensions**

Deadline extensions can be provided in exceptional circumstances at the discretion of the instructor. **Extensions MUST be requested at least 48 hours in advance of the assignment deadline.** Extensions requested less than 48 hours in advance of the deadline will not be approved unless there are unforeseeable, last-minute exceptional circumstances. **Requests for extensions received after the assignment deadline will not be considered and the late penalties outlined above will be applied.** If you require an extension, you must notify me as soon as possible.

### **Grade Discussions**

Grades are assigned based on an assessment of the quality of the work submitted against the grading criteria/rubric. It is helpful to remember that points on assignments are earned, not lost. If students would like to discuss a grade they have received on an assignment the process for doing so is as follows:

- 1) Email the instructor a half page summary of what aspect of the assigned grade is unclear, or what aspect of the assignment you are struggling with. This summary MUST

include direct reference to the assignment instructions and/or grading rubric. Along with this summary, your email should include a copy of the graded assignment.

- 2) Schedule a 10-minute appointment in office hours to discuss the assignment. Please note that I will NOT regrade work in this meeting. The purpose of this meeting is to provide students with an opportunity discuss where the assignment did well and where there is room for improvement.

I will not accept grade discussion requests in the first 48 hours after an assignment is returned to allow students time to properly review and consider the feedback on their assignment against the assignment instructions and grading rubric.

### **Equity Statement**

The University of Calgary is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech in any course forums will not be tolerated. If you have any questions, comments, or concerns you may contact the University of Calgary Student Conduct Office at [conduct@ucalgary.ca](mailto:conduct@ucalgary.ca).

### **Statement on Academic Integrity**

Academic integrity is fundamental to learning and achieving course goals. The assignments in this course are designed to give you an opportunity to learn important skills and concepts over the course of your degree by making honest attempts through your own thinking, writing, and hard work.

I encourage you to review the University of Calgary's Student Academic Misconduct Policy (<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>). It outlines the rules for acceptable academic behaviour and you are expected to know the rules.

**If you have questions about appropriate research and citation methods, or if you aren't sure if something is allowed or would constitute academic misconduct, PLEASE reach out to me for additional information.**

## 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](https://www.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](https://www.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](http://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](http://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/](http://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](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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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 Tower, MT 116..

### **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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto: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/>.