

Political Science 321
Lecture 02
Politics & Government
in Canada
Fall 2021

Instructor:	Dr. Ian Brodie	Course Location:	<u>Science Theatres 141</u>
Phone:	403-220-3030	Course Day/Time:	T 5:00 – 7:45 pm
Email:	<u>lan.brodie@ucalgary.ca</u>	Tutorial/Seminar:	n.a.
Office:	<u>Social Sciences 708</u>	Delivery Method:	In-person
Office Hours:	T 3:00 – 4:00 pm or by appointment. In person or by Zoom	Prerequisite:	None
		D2L site:	d2l.ucalgary.ca
		TA Info:	Available on D2L

Note: The Faculty of Arts, the Department of Political Science and the instructor reserve the right to change the delivery method of this course from “in-person” to “online” if it is determined that the situation warrants such a change.

Course Description

The University Calendar describes POLI 321 in this way:

An examination of institutions and political processes in Canada. Significant attention is paid to key institutions such as Parliament, the executive, federalism, the Constitution, and the courts. Emphasis is also placed on the way that political processes are shaped by these and other institutions.

Canada is a free and democratic country, and I hope to keep it that way. To preserve our freedom and democracy Canada needs a class of **educated** citizens who understand our regime and the ends it tries to serve, and who work to preserve its best traits while it continues to evolve.

If you are registered in POLI 321 because it is required for your program or because you need to get a credit with a minimum of fuss, this section of the course offers you a path to that goal. But if you see yourself becoming part of that class of **educated** citizens – in other words, if you want a challenge that goes beyond the usual curriculum – this section offers you that path as well. Citizens in the **educated** class do more than read, memorize, and regurgitate.

So, before the course begins, as yourself: what kind of student are you? What kind of citizen do you want to become?

Course Format

POLI 321 runs on a weekly cycle. Each week, we focus on a different facet of Canadian politics and government.

The weekly cycle starts in your hands. Working on your own, you complete the week's assigned readings and, starting in Week 3, show your mastery of the readings by taking an online quiz through D2L. You can do the readings at any time, and you can take the week's quiz at any time in the days leading up to our class meetings. Just make sure the quiz is finished by 4 pm on Tuesday.

Then, we meet as a class on Tuesday evening. Each meeting begins with a review of that week's quiz if there was one. Then, we will have a lecture that expands on the assigned readings, and a short class discussion. We will take a short break followed by, starting in Week 4, a parliamentary debate on an issue in Canadian politics. Each debate features two teams of four students. You might want to have a snack or light meal while we enjoy the debate. After another short break, a short lecture "from the other side" challenges the perspective of the assigned readings. At the end of the evening, most of the class is dismissed while the teams for the following week's debates huddle with the instructor.

If you did poorly on the week's quiz (if you scored a 6 or lower), you can earn additional credit by answering a supplementary question using what you learned in the lectures and readings. That answer, if you wish to submit one, is due **Friday at noon**.

The sign-up day for Debate Presentations is **September 17**. The week of your Debate Presentation and the two or three weeks leading up to it will involve a lot of work. Be sure to think of your other commitments when picking the date of your Debate Presentation. Note: you control **when** this additional work will fall during the semester. Pick carefully.

Many of the activities in POLI 321 require you to be an **active participant** in the learning process. The parliamentary debate involves **group participation**. Research shows that participation improves learning and retention of material.

This section of POLI 321 does **not** include a midterm or final examination.

Course Objectives and Learning Outcomes

The table below lists the learning outcomes for this course and the assessments that will evaluate your achievement of each one.

<u>By the end of the semester, you will be able to:</u>	<u>Demonstrate this skill with:</u>
Explain the key elements of constitutionalism and responsible government in Canada (the confidence convention, individual and collective ministerial responsibility, conventions regarding selection of prime minister, etc.).	Quizzes, Debate Presentations
Connect other aspects of our form of government (the political parties, the operation of cabinet, Parliament, federalism, and judicial review) to the key elements of responsible government.	Quizzes, Debate Presentations
Prepare a debate case and delivering it in front of a group.	Debate Presentations
Write an analytical essay about an assigned topic.	Debate Papers
Practise good citizenship by seeing the merits of both sides of contentious issues.	Debate Presentations

The ultimate learning objectives for this course are to give you a lasting understanding of Canadian politics and to prepare you to join the class of educated citizens. You will demonstrate these skills over many, many years.

Required Textbooks

- Brodie, Ian. *At the Centre of Government: The Prime Minister and the Limits on Political Power*. McGill-Queen's University Press, 2019.
- Malcolmson, Patrick, Richard Myers, Gerald Baier, and Thomas M.J. Bateman. *The Canadian Regime: An Introduction to Parliamentary Government in Canada*. Seventh ed. University of Toronto Press, 2021.

The textbooks are available at the university bookstore and online. N.B.: Older editions of Malcolmson, 2021, are available in the second-hand market. They might not cover the same material. Do not use any edition older than the sixth edition.

Technology Requirements

The course website is on D2L at <https://d2l.ucalgary.ca>. Please check D2L often. Alternatively, you might find the D2L “Pulse” app is handy. It is available in the app store for your device. Pulse sends you alerts about new material when it is posted and sends reminders about important dates in the course.

- Important announcements about the course, including any changes to the draft schedule set out here, can be found under NEWS.
- This syllabus and instructions about the assignments can be found under CONTENT BROWSER > BASIC COURSE INFORMATION.
- The weekly quizzes can be found under ASSESSMENTS > QUIZZES.
- Lecture slides and other resources can be found under CONTENT > LECTURES
- The drop boxes for submitting assignments can be found under ASSESSMENTS > DROPBOX.
- Track your grades under GRADES.

Instructor Feedback surveys will be collected using Top Hat. If you do not have a Top Hat account, please create one.

More information about D2L and Top Hat is available at elearn.ucalgary.ca/resources-for-students/. The University’s guidelines for the responsible use of D2L are excerpted below.

Course Expectations

POLI 321 is a large course of more than 100 students. A few simple guidelines will help to keep the confusion and noise to a minimum while providing a good learning environment for all students. I have included a set of expectations for *both* the students and for myself. These expectations boil down to one simple rule: Let us be respectful of one another. By creating and maintaining a civil classroom atmosphere – in which members of the class treat each other with mutual respect – we establish a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust.

Expectations of Students

- **To be punctual, prepared, and attentive during class**
 - Class starts at 5:00 p.m. Please be in your seat and ready for class by this time. If you absolutely cannot avoid being late, please enter the room as quietly as possible and minimize the disruption for your fellow students. If necessary, sit in the first available seat and try to find your friends at the break.
- **To stay in class (and not begin packing bags) until dismissed**
 - Please refrain from packing up as I begin to wind down. Oftentimes, I have an important announcement about readings, assignment deadlines, and so on. Packing up or shuffling up and down the aisles causes a great deal of distraction and may result in you or your fellow students missing these important announcements.

- **To make every effort not to be a distraction to students around you**
 - In some cases, students are not aware of how distracting certain activities are. Obvious examples include talking on a cell phone, or with a neighbor. Less obvious examples include texting or checking social media on one's laptop. These are incredibly distracting behaviors for everyone behind or near you. Please refrain from doing so until the break. Also, I would request that cell phones be stored away during class meetings unless we are using them to answer Top Hat surveys and during the breaks.
- **To be willing to participate positively and constructively during class**
 - As outlined above, active participation is a critical part of this course. Acting bored or dismissive is disrespectful to both the instructor and to your fellow students.
- **To treat all other students in the class, as well as the instructor, with respect**
 - We are very lucky to have a diverse population of students at the U of C. Students come from different backgrounds and bring different viewpoints with them. Understanding these viewpoints is a valuable way to learn. We should treat students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, tones of voice, or facial expressions. I invite you to share your views and perspectives and to respect others who share their views and perspectives.
- **To read the syllabus and the other materials distributed on D2L**
 - Along the way, students will have problems that need to be sorted out. Taking up time with questions that are answered in the course materials takes time away from other problems.
 - Email is a common form of communication, but it is not always the best way to answer student questions. Make sure you put POLI 321 in the subject line of all course-related emails!
- **To devote sufficient time to POLI 321**
 - You should expect to spend two hours reading the assigned materials and completing the quizzes each week. All materials are required readings. You should also expect to spend a few hours preparing for your Debate Presentation with your group, and several more hours working on the debates by yourself.
 - Again, you control when you complete the readings and the quizzes. You pick the date of your Debate Presentation and the workloads for your Peer Feedback, the Debate Source Analysis, the draft and final Debate Paper, and the teamwork for the Debate Presentation all follow from that choice. Pick carefully
- **To engage when you have problems**
 - When you have trouble understanding the course materials – the readings or the lectures – come to my office hours or ask a question during class. I also hang

around outside ST 141 about 30 minutes before class and after class. I am happy to answer questions then. It is harder to answer questions about the course materials by email.

- If you have special circumstances that might adversely affect your course performance, please let me know as soon as possible.
- If something unexpected happens in your life, let me know right away. Life happens, and students have many responsibilities outside of class. Bad accidents, family crisis, natural disaster, varsity sports national finals – it is all manageable, but I can't help if I don't know about it.

Expectations of the Instructor

- **To be punctual, prepared, and enthusiastic during class to facilitate student learning**
 - I will always come to class prepared and happy to be teaching you.
- **To treat all students with dignity, respect, and fairness in order to provide a class structure that encourages learning**
 - A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, I always treat my students with dignity, respect, and fairness. I do not play favorites, and I *never* belittle my students. I know that it is a bit daunting to raise your hand and share your personal experiences in class. As such, I hold *all* my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions.
- **To grade objectively, consistently, and to return grades in a timely manner**
 - In order to keep marking from being subjective, all written materials are marked using a rubric (grading scheme) which is applied fairly and consistently to all students. The grading time may vary with time of year and the type of assignment. However, you will always have your assignment grades returned in as timely a manner as possible.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
 - I always want my students to succeed. I do not provide “easy bonus marks” but I will readily try to help any student with *any* aspect of the course that they are struggling to understand.

Asking Questions During Class

- **Asking questions during lecture is a part of learning.** I encourage you to ask a question whenever you require clarification on an issue or have an observation to make yourself.

- **Routine questions** such as “Where is the exam?” or “What chapters are covered for the midterm?” (and so on) may already be addressed in this syllabus, on the course D2L site or in the Draft Course Schedule.

What if I Disagree?

- **This is political science. Everyone disagrees with things that are said during class.** I encourage you to put up your hand and challenge things that you do not agree with. Be respectful and put your case clearly to your fellow students. Listen carefully to what others have to say, since they might have a better point. Form your own view, while always being aware that others have the right to their views. It is not political science if everyone agrees.
- **Read Advice for Students in a Time of Strife.** Although this is an American document intended for American students, the core advice applies to Canadians as well. As the authors note:

When you deviate from socially prescribed opinion, it is likely that some highly ideologically motivated people who are outraged by your refusal to conform will try to discredit you by the simple expedient of calling you nasty names. The labels have changed repeatedly since the days of Cotton Mather, but the intolerance motivating the labeling has altered little from what it was in Salem at the time of the witch trials. Keep your dignity; stand your ground; don't let a postmodern puritan bully you by threatening to paste a bar code onto your forehead...

Thinking is not something that can be outsourced. You have to do it for yourself. Do not let your professors tell you what to think. Do not let popular opinion on campus dictate your convictions. When you encounter groupthink on campus, probe, and question. What is to be said on the other side? Are there thinkers and writers who doubt or deny the “consensus”? If so, read and carefully consider what they have to say. Make up your own mind.

The full text of **Advice** is available on the D2L site for the course.

Activities and Assessments

<u>Activity</u>	<u>Weight</u>	<u>Due Date</u>
Quizzes (best 8 of 9)	40%	Weekly, due before Tuesday at 4 pm If you score 6 or less, you may submit a written answer to a supplementary question before Wednesday at 5 pm for additional marks See Draft Course Schedule below
Instructor Feedback	0%	Weekly, due by Tuesday at midnight
Debate Source Analysis	5%	Due at noon, one week before your Debate Presentation See below and Debate Instructions on D2L
Debate Peer Feedback	5%	Due during class, one week before your Debate Presentation See below and Debate Instructions on D2L
Debate Paper	40%	Due at noon, day of your Debate Presentation See below and Debate Instructions on D2L
Debate Presentation	10%	Delivered during class, day of your Debate Presentation See below and Debate Instructions on D2L
Total	100%	

Quizzes:

- Weekly quizzes start in Week 3 and assess your knowledge of the week's readings. Each quiz will be available on D2L for a week and must be **completed** by 4 pm on Tuesday. You will get your score as soon as you complete the quiz. The answer key is revealed at 4:10 pm.
- Each quiz has ten (10) multiple choice or short answer questions. All the questions will appear on one screen, so you can answer them in whatever order suits you. You can change your answers until you submit the quiz. Once you begin, you will have five

minutes complete the quiz plus an additional five minutes of grace time to account for technical problems you might experience.

- You are on the honour system to **complete the quiz on your own**, without help from others and without referring to your notes, the textbook or other materials.
- Remember, you control the timing for the quizzes. Complete the readings whenever you wish. Each quiz is available for a week. Only the best eight quizzes count.
- Our class meetings begin with a quick review of the quiz. If you score a six out of ten or less on a quiz, there is an opportunity to submit a written paragraph about the assigned readings and the lectures by Wednesday at noon for additional points.

Instructor Feedback:

- At the end of each class meeting, you will receive a Top Hat questionnaire to complete on your mobile device. The survey answers help Prof. Brodie gauge our progress each week. Your honest answers will be very helpful. The questionnaires are anonymous and are not graded.

Parliamentary Debates:

- The parliamentary debates consist of four activities: a one-page Debate Source Analysis, two paragraphs of Debate Peer Feedback, a Debate Presentation, and a five-page Debate Paper.
- You pick the date for your Debate Presentation and **that determines the due dates for those four activities**. Completing the activities involves a lot of work in the three weeks leading up to your Debate Presentation. Be sure to review your other commitments for courses, work, and personal life **before** you sign up for a Debate Presentation.
- Your Debate Presentation is completed in a team of four students. Each team is assigned to debate one side of the week's issue by the flip of a coin. The Debate Presentation is a live event that takes place in class on the assigned date. The Debate Presentation is a group grade.
- **One week before your Debate Presentation**, you:
 - Submit a Debate Source Analysis that lists the sources you plan to use and evaluates the credibility of each source,
 - Provide Peer Feedback on the Debate Presentations that week, and
 - Huddle with Prof. Brodie at the end of class to go over the arrangements for the next week.
- **The week of your Debate Presentation**, you:
 - Submit your Debate Paper by noon on Tuesday, and
 - Conduct your Debate Presentation during class.

Detailed instructions for the Debate Source Analysis, the Debate Peer Feedback, the Debate Presentation, and the Debate Paper are available on D2L under BASIC COURSE DOCUMENTS.

Mid-term Examination:

There is no mid-term examination in this course.

Final Examination:

There is no final examination in this course.

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>.

Late Penalties:

Late Quizzes will not be permitted. Remember, only the best eight quiz scores count. Neither will Late Debate Presentations be permitted. This is a group presentation.

Other assessments will be docked 10% of their grade per day late.

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%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

How to get an A in this course:

- To get A you must do very well on the quizzes. Take time to complete the assigned reading and make careful notes. Be sure you can define and apply the key terms listed at the end of each chapter in Malcolmson 2021. Then, take the quiz in a quiet location when you are well rested and mentally prepared. Take all nine quizzes even though only the best eight are used in calculating your final grade.
- If you score a six out of ten or less on a quiz, avail yourself of the supplementary work option.
- Complete the Debate Source Analysis and Debate Peer Feedback in the week before your Debate Presentation. These two small-weight activities add up to 10% of the final grade.

- Working with your team, be prepared to argue either side of the issue in your Debate Presentation. Have good notes, speak clearly, set out your case clearly and rebut the other team's points. You may need to be a leader in your group.
- Revise your Debate Paper **three times** and then ask someone to proofread it before you make final revisions. Write clearly and concisely. Don't use filler words. Use credible sources and the Chicago Manual of Style for your citations. Nail down an engaging introduction and a good conclusion. Do not assume a 200-level or high school level of writing will suffice in a 300-level course.
- Above all, getting an A takes time. Set aside enough time to master the material.

How to get a D in this course:

- The easiest way to get a D is to avoid devoting time to your studies. Rush the readings. Take a pass on several quizzes or take them in a rush. Don't take advantage of the extra written paragraph opportunity.
- Since the Debate Source Analysis and Debate Peer Feedback are only worth 5% each, do not hand them in.
- Approach the Debate Paper like it is a high school assignment. Fill it with loose sentences and unfocused paragraphs.
- Do not read any of the instructions.

Draft Course Schedule and Topics

This is a tentative schedule. Changes will be posted under NEWS in D2L.

	<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>	<u>Debate Topic</u>
1	Sept 7	Introduction	Malcolmson, 2021: Conclusion: An Education in Democratic Citizenship	
2	Sept 14	Regime Principles and Constitutionalism	Malcolmson, 2021: Ch. 1	
	Sept 16	Drop deadline		
	Sept 17	Swap deadline Registration for debates 9 am-11:59 pm		
3	Sept 21	The Constitution Quiz 1 to be completed by 4 pm	Malcolmson, 2021: Ch. 2 Brodie, 2018: Ch. 2	
4	Sept 28	Responsible Government Quiz 2 to be completed by 4 pm	Malcolmson, 2021: Ch. 3 Brodie, 2018: Ch. 3	Are majority governments more effective than minority governments?
5	Oct 5	Parties Quiz 3 to be completed by 4 pm	Malcolmson, 2021: Ch. 7 Brodie, 2018: Ch. 7	Should political parties get government subsidies?
6	Oct 12	PM and Cabinet Quiz 4 to be completed by 4 pm	Malcolmson, 2021: Ch. 4	Is a Canadian prime minister too powerful?
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7	Oct 19	Parliament Quiz 5 to be completed by 4 pm	Malcolmson, 2021: Ch. 5 Brodie, 2018: Ch. 5	Should party discipline be looser?
8	Oct 26	Elections Quiz 6 to be completed by 4 pm	Malcolmson, 2021: Ch. 6	Would Canada benefit from electoral reform?
9	Nov 2	Debates Week I Preference to debate beginners		Are the Canadian news media politically biased? Should political parties do more to ensure Parliament represents Canada's diversity? Should the private sector provide more of Canada's healthcare services?
<u>Reading Week</u>				
10	Nov 16	Debates Week II Preference to debate beginners		Should university tuition be free in Canada? Should the federal government guarantee a basic annual income for all Canadians? TBD
11	Nov 23	Federalism Quiz 7 to be completed by 4 pm	Malcolmson, 2021: Ch. 8	Is Alberta being fairly treated in the Canadian federation?

12	Nov 30	The Courts Quiz 8 to be completed by 4 pm	Malcolmson, 2021: Ch. 10	Should Canadian judges be elected?
13	Dec 7	The Charter Quiz 9 to be completed by 4 pm	Malcolmson, 2021: Ch. 9	Is the Charter of Rights undemocratic?
	Dec 8	Withdrawal deadline		

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 (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 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, 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/>

