

Political Science 321 L1
Politics & Government in Canada
Fall 2022

Instructor:	Dr. Ian Brodie	Course Location:	<u>Science Theatres 141</u>
Phone:	403-220-3030	Course Day/Time:	T Th 1530 – 1645
Email:	<u>lan.brodie@ucalgary.ca</u>	Tutorial/Seminar:	n.a.
Office:	<u>Social Sciences 708</u>	Prerequisite:	None
Office Hrs:	T 1300 - 1400	TA Info:	Available on D2L

Contacting the Instructor:

Students who need help should speak to Dr. Brodie before class or during office hours. To meet Dr. Brodie outside of office hours, please email me to make an appointment.

Course Description

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. To preserve our freedom and democracy, Canada needs a class of 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.

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 2, show your mastery of the readings by taking an online quiz through D2L. Starting in Week 3, you can do the readings at any time, and take the quiz whenever you wish, as long as you are finished by 3 pm on Tuesday.

Then, we meet as a class on Tuesday and Thursday afternoons. Each Tuesday meeting begins with a review of that week's quiz if there was one. Then, we have a lecture that expands on the assigned readings. Starting in Week 3, the Thursday class session is turned over to a parliamentary debate on an issue in Canadian politics. Each debate features two teams of four

students. 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 or teaching assistant.

The sign-up day for Debate Presentations is **September 16**. There will be a lot of work to do in the week of your Debate Presentation and the two or three weeks leading up to it. 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 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

- 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.

Course Components, Weights, and Due Dates

Activity	Weight	Due Date
Quizzes (best 8 of 9)	25%	Weekly, due before Tuesday at 3 pm (with one exception noted in the Draft Course Outline below)
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	30%	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
Final Examination	25%	As scheduled by the Registrar. See below
Total	100%	

Quizzes:

- Weekly quizzes start in Week 2 and assess your knowledge of the week's readings. Each quiz will be available on D2L for a week and must be **completed** by 3 pm on

Tuesday – except for the first quiz. You will get your score as soon as you complete the quiz. The answer key is revealed ten minutes after the quiz is due.

- 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.

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 Thursday, 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:

- The final examination in this course will be scheduled by the Registrar and will consist of written questions only.
- The format will be discussed in class.

Grading**Grade 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.

Grade discussions:

When student work is returned, students may have questions about how their work was evaluated. The first step is to read the grading rubric carefully. The rubric is intended to help focus evaluation on the key points of the assignment. Once completed, the rubric should show both the strong points of the student's work and the areas that could improve in the future.

If a student would like further feedback, the next step is to ask for a grade discussion. Prof. Brodie accepts requests for a grade discussion starting 48 hours after student work has been returned. Email the instructor a 200- to 400-word written summary of what it is about the evaluation that is unclear, or the area where you are struggling. This written summary should refer directly to the assignment instructors and the grading rubric. Attach a copy of your submission.

The instructor may respond with further feedback or schedule a face-to-face meeting.

Writing Statement:

Written assignments are often required in Political Science courses. The quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered 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 term papers will be docked 10% of their grade per day late.

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.
- 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.
- 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 instruction

Course Expectations

POLI 321 is a large course. A few simple guidelines will help to keep the confusion and noise to a minimum while providing a good learning environment for all students. There are expectations for **both** the students and the instructor. 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 prepared for class**
 - Read the assigned text chapters and readings before class. The best way to do well in this course is to be prepared for each lecture. Do the readings and be prepared to discuss them.

- The instructor may not cover all the materials in each reading during the lecture, but it is your responsibility to understand the concepts presented in those readings. If you have questions, please take the initiative to ask during class.
- This is a 400-level course. Expect to spend two or three hours reading the assigned materials each week. All materials are required readings.
- **To be punctual and attentive during class**
 - Students should be in their seats and ready for class on time. Students who cannot avoid being late, should enter the room as quietly as possible and minimize the disruption for your fellow students. Sit in the first available seat.
 - Students should not pack up as the instructor begins to wind down. Oftentimes, there are important announcements about readings or assignment deadlines at the end of class. Packing up or shuffling up and down the aisles is distracting and may result in students missing these important announcements.
- **To be willing to participate positively and constructively during class**
 - As outlined above, active participation is a critical part of this course. Asking questions during lecture is a part of learning. Prof. Brodie encourages questions whenever clarification is needed, or a student observation could add to the discussion.
- **To make every effort not to be a distraction to other students**
 - Some activities are distracting to other students. 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 distracting behaviors for everyone behind or near you.
- **To treat all other students in the class, as well as the instructor, with respect**
 - We are 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. 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.
 - Acting bored or dismissive is disrespectful to the instructor and your fellow students.

- **To read the syllabus and the other materials distributed on D2L**
 - During the semester, 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.

- **To use email effectively**
 - Email is a common form of communication, but it is not always the best way to answer student questions about the concepts or arguments we take up in class. Email is best used to make an appointment with the instructor. Whenever emailing the instructor, please put “POLI 321” in the subject line and include your UCID number!

- **To engage when you have problems**
 - When students have trouble understanding the course materials – the readings or the lectures – they are welcome at the instructor’s my office hours or to ask a question during class.
 - Routine questions such as “Where is the exam?” may already be addressed in this syllabus, on the course D2L site or in the Draft Course Schedule.
 - Students with special circumstances that might adversely affect your course performance should let the instructor know as soon as possible.
 - If something unexpected happens in life, alert the instructor 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.

- **To keep up with course information**
 - Course information is available on D2L. Download the D2L PULSE app to keep up to speed on new materials, reminders about important dates and class news.
 - Announcements are posted on D2L under NEWS.
 - This course outline and assignment instructions can be found under CONTENT BROWSER > BASIC COURSE INFORMATION.
 - Lecture slides and class notes can be found under CONTENT > LECTURES.
 - The drop box for submitting the term paper can be found under ASSESSMENTS > DROPBOX.
 - Track your grades under GRADES.

Expectations of the Instructor

- **To be punctual, prepared, and enthusiastic during class to facilitate student learning**
 - The instructor will always come to class prepared and happy to be teaching.

- **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, the instructor always treats

students with dignity, respect, and fairness. Prof. Brodie does not play favorites, and *never* belittles students. I know that it is a bit daunting to raise a hand and share personal experiences in class. Risking a bit of yourself in class is the route to genuine education.

- **To grade objectively, consistently, and to return grades in a timely manner**
 - In order to keep marking from being subjective, the term paper will be marked using a rubric (grading scheme) which is applied fairly and consistently to all students.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
 - Prof. Brodie wants students to succeed and is always ready to try to help any student with *any* aspect of the course that they are struggling to understand.

Disagreement

- **This is political science. Everyone disagrees with things that are said during class.** Put up your hand and challenge things that you do not agree with! Be respectful and put your case clearly to your fellow students. Then, 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. The full text of Advice is available on the D2L site for the course. 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.

Draft Course Schedule and Topics

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

<u>Week</u>	<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>	<u>Debate Topic</u>
1	Sep 6	Introduction	Malcolmson, 2021: Conclusion: An Education in Democratic Citizenship	
	Sep 8	No class session		
2	Sep 13	Regime Principles and Constitutionalism	Malcolmson, 2021: Ch. 1	
	Sep 15	The Constitution Quiz 1 to be completed by 11:59 pm on Sept 17 – note the different due date/time	Malcolmson, 2021: Ch. 2	
	Sep 15	Drop deadline		
	Sep 16	Swap deadline / End of refund period Registration for debates 9 am-11:59 pm		
3	Sep 20	Responsible Government Quiz 2 to be completed by 3 pm	Malcolmson, 2021: Ch. 3	
3	Sep 22			Debate 1: Are majority governments more effective than minority governments?

4	Sep 27	Parties Quiz 3 to be completed by 3 pm	Malcolmson, 2021: Ch. 7	
	Sep 29			Debate 2: Should political parties get government subsidies?
5	Oct 4	PM and Cabinet Quiz 4 to be completed by 3 pm	Malcolmson, 2021: Ch. 4	
	Oct 6			Debate 3: Is a Canadian prime minister too powerful?
6	Oct 11	Parliament Quiz 5 to be completed by 3 pm	Malcolmson, 2021: Ch. 5	
	Oct 13			Debate 4: Should party discipline be looser?
7	Oct 18	Elections Quiz 6 to be completed by 3 pm	Malcolmson, 2021: Ch. 6	
	Oct 20			Debate 5: Would Canada benefit from electoral reform?
8	Oct 25	Federalism Quiz 7 to be completed by 3 pm	Malcolmson, 2021: Ch. 8	
	Oct 27			Debate 6: Is Alberta being fairly treated in the Canadian federation?

9	Nov 1	Debates Day I Preference to debate beginners		<p>Debate 7: Are the Canadian news media politically biased?</p> <p>Debate 8: Should political parties do more to ensure Parliament represents Canada's diversity?</p>
	Nov 3	Debates Day II		<p>Debate 9: Should the private sector provide more of Canada's healthcare services?</p> <p>Debate 10: TBA</p>
<u>Term Break: Nov 6 - 12</u>				
10	Nov 15	Debates Day III Preference to debate beginners		<p>Debate 11: Should university tuition be free in Canada?</p> <p>Debate 12: Should the federal government guarantee a basic annual income for all Canadians?</p> <p>Debate 13: TBD</p>
	Nov 17	Debates Day IV		
12	Nov 22	The Courts Quiz 8 to be completed by 3 pm	Malcolmson, 2021: Ch. 10	
	Nov 24			Debate 14: Should Canadian judges be elected?

13	Nov 29	The Charter Quiz 9 to be completed by 3 pm	Malcolmson, 2021: Ch. 9	
	Dec 1			Debate 15: Is the Charter of Rights undemocratic?
	Dec 6	Final Examination Review		
	Dec 10 - 21	Final Examination – Scheduled by the Registrar		

Important Policies and Information

Guidelines for the Responsible Use of D2L

Maintaining a positive learning environment depends on the commitment of each user to engage in activities that are in accordance with relevant laws and University of Calgary policies and regulations. The statements below describe responsible use of information posted or accessed from D2L and responsible use of the D2L communication tools.

1. The privacy of all users is paramount. Users are not permitted to share or misuse email addresses or other personal information obtained from a D2L site.
2. Communication through D2L must be related to the purpose of the site. Sending messages through D2L on issues or events that are not related to the purpose of the site or on behalf of an external business interest, organization, or individual is not permitted.
3. Anything posted to D2L must comply with Canadian Copyright Law and university policies and agreements.
4. Single copies of materials posted to D2L may be downloaded for personal use. Copyright-protected materials (including course notes, assignments, quizzes and presentations) available on D2L may only be shared provided it is permissible to do so under Canadian Copyright Law, university agreements and permission from the copyright holder.

Breaches in responsible use of D2L may result in disciplinary action under the University's policies and/or applicable legislation

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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.

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 <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-

3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.

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

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/>.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrarucalgary.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:

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>

Spiritual Resources

Maybe your issue is spiritual rather than mental. The University of Calgary also plays host to chaplains (faith representatives) from many faiths. Find contact information at <https://www.ucalgary.ca/student-services/faith-spirituality>

