



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**Political Science 345 - Lecture 01 Winter 2021 Block Week Format
January 4 - 8 2021**

Indigenous Governance

INSTRUCTOR: Daniel Voth

OFFICE: SS740

EMAIL: professor.voth@ucalgary.ca

OFFICE HOURS: Using Microsoft Bookings (Zoom, by appointment)

COURSE DAY/TIME: MTWRF 8:30-16:30

COURSE LOCATION: Online

COURSE PRE-REQUISITES: None.

TEACHING ASSISTANTS: Ariane Wilson ariane.wilson@ucalgary.ca

COURSE DESCRIPTION

This course includes a significant amount of mandatory group work. The course offers an intensive examination of the way Indigenous governance structures clash with settler institutions in Canada. Students will work through course content using the real-world scenario of a pipeline negotiation. This scenario will illuminate the way elements of Indigenous governance like ontology, kinship, gender relations, and the treaty relationship struggle to find voice in non-Indigenous decision-making institutions. Each day, students will split their time between content lectures, and group preparation for a pipeline hearing. The material covered in class will help contextualize the problem that each group of students must face as they prepare for the negotiation.

Course content will be provided through lectures, discussions, assigned readings, and film.

The course will be led by Dr. Daniel Voth.

COURSE OBJECTIVES & LEARNING OUTCOMES

This course is designed to help students develop a number of important skills that contribute to becoming persons possessed with critical minds in a politically dynamic and complex world. Upon completion, students will have begun to develop conceptual skills, and key capacities.

Conceptual:

- Gain introductory knowledge about the key concepts that animate many forms of Indigenous governance
- Be able to participate intelligently and knowledgeably in the ongoing conflicts between Indigenous peoples and Canadian society.
- Understand the way in which Indigenous governance structures interact with settler institutions on key questions of public importance.

Capacities:

- Students will develop problem solving skills that require one to make difficult, and controversial decisions about advancing a course of action. Political life among Indigenous and non-Indigenous peoples is filled with difficult trade-offs, competing interests, and deep disagreements. At the conclusion of this course, students will gain experience thinking through these complex problems, and will have practiced making informed, difficult choices that shape the world we live in.
- At the conclusion of this course, students will have developed new collective decision-making skills. As is outlined below, the course demands that students work on complex problems in a group and practice collective decision-making skills. These skills will serve students well in many elements of university, and post-university life.
- The course also seeks to improve students' communicative writing skills. Being a critical and aware person requires one to communicate concisely and clearly. Deploying large amounts of information to everyday problems, situations or issues requires a focused brevity that zeros in on the heart of the relationship between a body of information, and a lived problem. In order to hone these skills students will be asked to craft arguments within strict space constraints. These types of assignments encourage students to consider first, what information is most relevant to a particular problem, and second, how to communicate this relevance clearly and convincingly in a limited space.

REQUIRED TEXTBOOK

There is no required textbook for this course. All readings will be provided on the Desire to Learn (D2L) course website.

Other reading materials will be made available to students through D2L. The course content and readings are all subject to change.

REQUIRED TECHNOLOGY

You will require a stable internet connection for this course, and access to a computer.

COURSE COMPONENT WEIGHTS AND DUE DATES

Commissioners:

COMPONENT	WEIGHTING	DUE DATES
Criteria for Pipeline Evaluation	10%	Day 2 @ 2pm
Group Work Final Decision	20%	January 22
Individual Participation	20%	January 29
Hearing Organization	10%	Day 4
Syllabus Easter Egg	5%	January 29
Individual Open Book Quiz	35%	<p>First Attempt: Must be started by 11:00PM January 6, after which you have 24 hours to complete it</p> <p>Second Attempt: Changes to incorrect answers must be sent to the TA no later than 11:00PM January 28 (see below)</p>
Total	100.00%	

All Other Groups:

COMPONENT	WEIGHTING	DUE DATES
Group Work Final Project	30%	January 22
Individual Participation	20%	January 29
Group Presentation	10%	Day 5
Syllabus Easter Egg	5%	January 29
Individual Open Book Quiz	35%	<p>First Attempt: Must be started by 11:00PM January 6, after which you have 24 hours to complete it</p> <p>Second Attempt: Changes to incorrect answers must be sent to the TA no later than 11:00PM January 28 (see below)</p>
Total	100.00%	

COURSE SCHEDULE & TOPICS The schedule is tentative and may change as the need arises. Guest lectures may also disrupt this schedule.

Day #	TOPIC	READINGS	Comments
1	Intro to the course, terminology, group selection	Syllabus, Group packages	
2	Indigenous peoples and pipelines	D2L Readings Unit 2	
3	The land as an active participant in governance	D2L Readings Unit 3	
4	Treaties, unceded land, and pipelines	D2L Readings Unit 4	
5	Day Long Simulation		

ONLINE DELIVERY

Due to the current COVID-19 pandemic, the university has moved most teaching in Winter 2021 to an online delivery format. This means several things. **First**, this course was not designed originally as an online course, and some components are being accommodated on a “best-effort” principle. The result is that the experience of the course will be different than in previous years. Should you wish to have a traditional experience of this course, it is being offered again in Winter 2022 Block (January).

Second, some elements of the class will work better in an online format than others. I’m not sure which ones won’t work all that well, however as we encounter them it requires both you and I to work collaboratively to manage them. For my part, I’ve pushed as many of the deadlines as possible to the end January. As we move through all the components of the course together your patience and willingness to adapt is appreciated.

Third, I have adapted this class to provide the maximum level of flexibility possible. The daily lectures have all been recorded and are available for viewing on D2L, and the pushed-out deadlines mean you don’t have to rush through getting everything done in a single week. The opposite side of that coin is that you must be diligent managers of your time. In addition, because all the deadlines are so late, *there are no extensions*.

Fourth, and relatedly, you need to be good to each other for this course to work. There is still going to be group work, and some folks are at home with kids, and/or partners or co-parents, or have a roommate who needs the one computer in the house for work. Some folks are at home alone and are moving through the day in a way that works for them. All of this taken together means that you and your group mates all are going to have to give and take a bit on when you meet, and when the groupwork gets done.

That being said, I have asked the University Registrar to classify this as a **synchronous** course. What this means is that you are expected to be present to work on course material during Block Week. The result is there is flexibility, but also within a bounded structure.

HINT: Don’t be afraid to triage certain tasks to after the Block Week. Remember, you have time to get the work done after the week is over. Not everything needs to be done during Block Week.

Fifth, I will be available from 9am until 5pm to answer questions about the course, address general

questions about the assignments, questions stemming from the lecture material and other “big picture” questions that everyone would benefit from hearing the question and answer. Normally this would be done in lecture so we can all learn from everyone else’s questions, but that is not possible. Instead, D2L will have a discussion board titled *Student Questions*. Students are asked to post questions about general course elements. Two sub points about this. **Do not send me an email about it.** If you do, I’ll write back asking you to post it in a thread. If you were a bird, what bird would you be and why? Nobody learns anything if we exchange private emails. The other is please limit questions on the thread to general points. I will also be available to join your Zoom group meetings to answer questions, and for you to bounce ideas off me. The *Student Questions* board is just for general questions. I’ll reply as fast as I can.

Here is an example of what should **not** appear in the Student Questions board: “Dear Dr. Voth, our group was wondering if it would make sense to frame our position around Ucalgary’s Indigenous Strategy?” - This is about your group’s work, and you can ask me when I join your group meetings.

Here is an example of what **should** appear in the Student Questions board: “Dear Dr. Voth, are we permitted to make deals with other groups in the negotiation?” - This is something that is general to the class, and impacts more than one group. In addition, it’s not explicitly answered by the syllabus. Great question, the answer is yes, you are encouraged to do so.

LECTURES

Lectures will be recorded and uploaded to D2L (or You Tube if I cannot get D2L to cooperate). It is strongly recommended that you watch the lectures on the day they were supposed to be delivered. Doing so will help you in the work you are doing in the groups. The lectures will also help you prepare for the open book quiz. I originally recorded them in the Spring as a test run of this class with a much smaller cohort of students. My apologies for any references to the spring term.

A second D2L discussion board will be created titled *Questions from Lecture* and you are encouraged to post questions about the content, or issues you want to discuss more on that board.

NOTE: Lecture content and recordings are for class purposes only. You are not permitted to share the recordings or course material outside of this class without the instructor’s permission. Doing so will result in opening a misconduct investigation.

DAILY STRUCTURE

This Structure has been used in the past, and might be a helpful starting place for planning out your day. To be clear, you do not have to follow this. You can build your day in any fashion that works for your groups. Remember, the lectures are recorded, so you can watch them at any time.

- I. 08:30-09:15 Group Self-Evaluations
- II. 09:30-12:00 View Lecture
- III. 12:00 – 13:00 Lunch Break
- IV. 13:15 – 16:30 Group Work

ASSIGNMENTS

At noon on Day 1 you will be asked to self-enroll into a group of your choosing on D2L. Enrollment is on a first come first serve basis (so set your phones/calendars/watches). After the groups have filled up and you and another student want to trade groups, please email me and CC the other student detailing the switch and I will facilitate that.

Commissioners:

Criteria for Pipeline Evaluation (10%)

The commissioners group will have a slightly modified evaluation criteria. This group will be required to provide a one-page list of criteria outlining how the commissioners will evaluate the pipeline. These criteria can be drawn from existing real-world criteria (Canada and the world), course readings, and lecture material. The criteria **may not** be exclusively rooted in Canadian/Settler/Mainstream world views or orientations to pipelines. This must be drawn up and sent to Dr. Voth for dissemination to the class by 2pm on Day 2. Dr. Voth will meet with the commissioners on Day One to answer any questions you have.

This criteria must **later** be accompanied by a three page paper detailing how the criteria were arrived at, and why they were chosen. This short paper may be handed in by email to Dr. Voth with your final report. It should be argumentative in nature (it needs to have a single point outlining what you were looking to accomplish), and include a thesis statement, and sources.

Final Decision (20%)

The commissioners will produce a final paper detailing their decision on approving or rejecting the pipeline. This will be formatted and conform to all the specifications in the Final Project description below.

This must be a single paper from the group. No dissenting opinions are permitted. The task is to come to a position and argue it. You are welcome to use notes and data collected during the negotiations and hearing. This paper must also be argumentative, using your criteria to justify the approval or rejection of the pipeline.

Individual Participation (20%)

This will be administered in the same fashion as the rest of the class. See below for details.

Hearing Organization (10%)

Rather than making a presentation, your group will be tasked with organizing the hearings on Day 5 of the class. Your tasks include, but are not limited to:

- Figuring out how to do this in an online format (Dr. Voth will be available to provide advice and troubleshoot)
- Developing an agenda
- Developing a format
- Communicating the format to the participants
- Chairing the day-long hearing
 - Ensuring it runs on time
 - Leading any discussion

- Managing presenter interactions

This task must cost you **zero** dollars.

This will be a pass/fail assignment.

Individual Open Book Quiz

This will be administered in the same fashion as the rest of the class. See below for details.

All Other Groups:

Group Work Final Project: Pipeline Negotiation and Hearing (30%)

Indigenous governance from the Pacific coast, to Alberta and across the North West Plains has continually run up against the desire to extract natural resources from Indigenous peoples' territories, and ship those resources to markets via other Indigenous peoples' territories. To learn more about how Indigenous governance interacts with this desire, this course will simulate a modified pipeline negotiation and hearing.

Your task will be to represent a party within the hearing, and argue the case of that party to the hearing's commissioners.

Rather than take on the identity of that party, think of it more along the lines of representing the party in the pipeline negotiations. This **does not** mean you have to argue what that party has argued about pipelines in the past. This pipeline negotiation is designed to be a space for all parties from the commissioners to the Indigenous nations to the company to governments, to be creative and think *differently* about the issue at hand. Don't feel constrained by past actions, instead, try to apply what we are learning about Indigenous governance in creative ways that are not necessarily linked to what would happen in real life. This is how we come up with new approaches to old issues.

On the first day of classes, you will be asked to self-enroll into one of the possible parties to the hearing. Groups will vary, and one group will have the opportunity to become the commissioners (see below for a list of parties to the hearing). Each party to the negotiation will have a briefing book that outlines **introductory** documents that will **help begin** to inform the group's arguments, and outline more about how your party has thought about issues in the past. Again, you may choose to run with that logic, or choose to deviate from it. Your group may wish to seek out additional information to inform their position. The introductory documents are designed to help get you started on the right foot.

Throughout the day and week, you will convene in your group on a schedule of your choosing and begin working on your submission to the commission. The end product of your group sessions will be the development of:

1. A single 6-8 double spaced page position paper, outlining your position on the proposed (fictitious) pipeline.

- a. As you undertake this task, keep in mind the following question: Who and/or what world views were advantaged and disadvantaged by the hearing structure? Is a more just structure possible? This doesn't have to be in the paper, but it is helpful to keep in mind as you engage your tasks.
2. A 10 minute presentation to the commission, with an additional 5 minutes set aside for questions from other parties.

Only one final position paper is to be uploaded to D2L per group. A single grade will be awarded to all members of the group for the position paper.

This position paper must include:

- An Introduction
- A central thesis statement formed into one complete sentence. The thesis statement must articulate what position is being staked out, and must appear in the introduction
- An analytical framework (what will you examine, or use, to argue your thesis). This is usually formatted into two or three points/ideas that offer argumentation on different, but related points supporting your thesis
- Sentences transitioning and/or linking one point or idea to the next
- A conclusion in which the group provides a summation of their ideas. Your conclusion needs to be clearly connected back to your central thesis statement.
- Conform to the formatting requirements listed below
- Cite and integrate four (4) scholarly sources. References do not count toward your page limit.

You may include appendices in your position paper. They do not count towards your page limit.

Here is a suggested schedule for your group sessions (Feel free to use or deviate from this as much as is helpful):

Day 1 – Introductions, begin reading the package of information, begin identifying additional avenues for research if needed.

Day 2 – Group discussion on what you found in the readings, how that material connects to the content lecture, and what you still need to find out. Identify key points of the position that the group should take. Assign tasks for further research if needed.

Day 3 – Research and reading tasks ought to be winding down. Greater effort placed on honing position, and translating that position into an oral presentation form, as well as a written product.

Day 4 – Oral presentation provided to either Dr. Voth or TA. Feedback is provided, and incorporated into the presentation for Day 5. Continue drafting position paper. Ideally, you could also begin peer editing the position paper.

Day 5 – All day simulation of the pipeline negotiation. Take notes during other presentations. Be prepared to ask, and answer questions of the other presenters. Commissioners need to be prepared to run the day without the help of the instructor (though the instructor will be present).

Essay Style and Formatting

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

quality position papers look like can be found below.

Format: All position papers must be:

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

Scenario Narrative

A large pipeline company called Trenergy, is seeking a license to twin their existing pipeline, originally built in the early 1960s. The proposed route would take heavy crude from the area around Edmonton, to the Port of Vancouver, through the city of Kamloops.

Across the life of the existing pipeline, Trenergy has had 80 spills, totaling 40,000 barrels of oil. The current capacity of the pipeline is 300,000 barrels per day. Twinning the line would add an additional 600,000 barrels per day, bringing total movement through the lines to 900,000 barrels per day.

Total cost of the line is \$7.5 billion. In the first 20 years, pipeline will generate \$50 billion new tax dollars, of which \$8 billion will be for British Columbia, and \$22 billion for Alberta with the remainder for Canada.

In 2019 Trenergy had \$13 billion in revenue, which, after tax, resulted in the company recording \$740 million in profits.

Group Options (and Breakout Workrooms, NOTE: Workrooms are **not** secure)

Commissioners	Squamish Nation	Musquem First Nation
Trenergy	Treaty Alliance Against Tar Sands	Alexis Sioux Nation
Métis Nation BC	Alexander First Nation	Coldwater Indian Band
Ermineskin Cree Nation	Unifor	Sunchild First Nation
Tsleil-Waututh Nation	City of Vancouver	NDP Gov. of British Columbia
Gunn Lake Métis Local	BC Métis Federation	UCP Gov. of Alberta

Submission: Position papers must be uploaded to D2L by **23:59 (11:59 PM)** on the day that they are due. Never hand in a copy of your paper to the department, or to a mailbox or by email. Please upload your assignments to the appropriately named dropbox. D2L will give you a confirmation message and send a confirmation email once the file has been successfully uploaded. **PLEASE NOTE:** If you **do not** receive a message that the upload is successful, and **do not** receive an email confirming that it is successful, then the upload was likely **NOT** successful. Please try again. Not successfully uploading your assignment and missing the deadline **will result** in late penalties. Please hold onto your confirmation email until the end of term.

COMMUNICATION BETWEEN GROUPS

One of the most interesting elements of this course is the opportunity to communicate with other groups of students representing different parties. You are encouraged to talk with, test ideas, engage, consult, negotiate, etc with other groups. Facilitating this in an online format can be challenging. Each group must choose how they reach out and manage engagement with other groups. One option would be to appoint a point person for communication coordination so that other groups know how to get in touch with you. Email and Zoom meetings between groups might be a good place to start.

INTER-PERSONAL DISPUTE RESOLUTION

This course embraces conflict. For students who become anxious in conflict rich environments, this course may not be for you. Students will be asked to engage in disagreements with the aim of finding different ways of dealing with a complex issue. This does not mean that the issue at hand can be “solved” in a way that all participants will agree. Rather this is about acknowledging where movement can be made, and being creative in trying to get to “yes” or “no” through one’s disagreements with others. Through all of this, we come to know the complexities of issues, and appreciate that strengths and weaknesses surround and permeate controversial issues.

In a course with adult learners the expectation is that all of the disagreements will be polite and respectful. All students are expected to conduct themselves courteously and professionally with other students, particularly those on opposing sides of an issue.

Should there be inter-personal conflict, students may petition the instructor in writing for mediation. This conflict should be beyond the scope of what is expected in the pipeline simulation.

Finally, students are to familiarize themselves with the Stanford Prison Experiment, it possesses lessons about ethical engagements in simulations. Please work within and between your groups to not become the parties you represent. Remember, all of this is fictitious, and is designed for us to look at the strong reasons for building pipelines, the strong reasons for not building them, and what we learn about difficult decisions through an Indigenous governance lens.

Individual Participation Assessment (20%)

In addition to the grade you will receive for your final position paper, the group will also provide the instructor with a report on the functioning of the group.

At some point each day, the group ought to touch base to evaluate the strengths and areas for improvement in individual and group functioning from the previous day. I recommend doing this as your first order of business every day. Students are asked to assess the workload distribution from the day before, hear reports stemming from the assigned tasks, and then provide helpful, generous feedback to their peers about the functioning of the group, and workload distribution. This process mirrors the group reflection activities deployed in problem based learning education models. To this end, groups may want to track the advice they provide to each other, or come up with a form of “compliance” check on assigned duties.

After you have submitted your final paper, the group will need to provide a single, **one page**,

recommendation to the instructor about the disbursement of a zero-sum pool of points. Every individual member of the group will be allocated 50 points. The group must collectively tally up those points, and decide how to distribute them. If some group members worked harder, or took on additional tasks, the group may wish to allocate those individuals more points. If there is an individual who did not carry their weight, the group may decide to allocate that individual fewer than 50 points. If the workload was even, the pool can be divided evenly.

Please note: A well-functioning group with even distribution of labour would be seen as *competent* from an evaluation perspective (see evaluation criteria on D2L). In cases where points are being distributed evenly, the group would have to make a case with clear argumentation and evidence for why its functioning was *exceptional*. It is up to the group to make this case, and the instructor has a very high threshold for awarding grades in the *exceptional* range.

The decision making process must be group based. A single group report must be provided to the instructor via a D2L Dropbox.

These point allocations are only a recommendation. The instructor awards final grades. After receiving the group allocation, the instructor may request additional information from the group.

Group Presentations (10%)

As part of the final pipeline hearing, students must build a 10 minute presentation on the position.

These will be graded on a pass/fail model with comments provided by the instructor.

Presentations **cannot** be more than 10 minutes.

What does a good presentation look like?

Please see Assessment guidelines on D2L.

Syllabus Easter Eggs (5%)

An Easter egg has become a phrase used to describe a hidden treasure in popular culture. These can be messages, images, or tasks embedded into games, programs, and documents. There are three Easter eggs hidden across this syllabus, and the supplemental assessment guidelines on D2L. To reward you for reading it all carefully, if you find all three, send an email to professor.voth@ucalgary.ca and cc the TA, and you will earn 5% of your final grade. This task is designed to encourage you to read the syllabus in full, so, should you find the Easter eggs, please do not tell your peers.

Please submit your answers in a MS Word doc to the appropriate D2L dropbox.

Individual Open Book Quiz (35%)

The university recently updated its policies on Block Week format courses. Instructors are required to provide a minimum of 30% of the final grade to students before the withdrawal deadline. As such, there will be an online, open book quiz that can be taken once, and then re-submitted with corrected answers. The initial attempt must be **started by 11pm on Day 3 of**

Block Week.

For the purposes of the University Calendar, this should be understood as a take-home quiz completed online. On Day 3 of class, students will be able to access the D2L multiple choice quiz. Students will have 24 hours to complete this quiz from that moment.

If a student wishes, they may upload changes to any wrong answers to a D2L dropbox. Correcting an incorrect answer consists of **two** parts, and may only be re-submitted once. Part one is the answer you would like to change, and in part two you must respond to this question: *why was your original answer incorrect, and/or, why is your changed answer better?* (no more than 150 words/question).

NOTE: If part one is correct, you can be graded on part two (each being scored half a point). If you are still incorrect on part one, no grades can be awarded for part two.

Format:

Part 1:

Question Number, Incorrect Answer, Changed Answer.

For example:

#5, Was B, Change to D

Part 2:

Answer to question in Part 2

Please submit answers in a MS Word doc to the appropriate D2L dropbox.

The Quiz will consist of text passages, and questions stemming from the required readings, lectures, films and in-class discussions. It will be *heavily* weighted to the readings. You will be tasked with selecting the best answer from five possible choices. It will not be enough to simply know a fixed definition of a term or concept. Rather, students will be asked how concepts relate to course readings, and to other course concepts, and to interpret meanings from the required readings. In this fashion, the choices will require more thought than a conventional multiple-choice test. The test will not exceed 35 questions.

HINT: Do not be fooled by an open book format. This is a much more challenging assessment than a multiple-choice closed book test. You'll have lots of time to complete it, so take your time.

You must undertake this test on your own, and you must do parts one and two on your own, however you may use your texts, notes, or lecture materials if you wish. Failure sit the entirety of quiz on your own will be treated as possible plagiarism, and an investigation will be opened. If a classmate asks you for help answering questions, consider using this line: "I'm so sorry, this is an individual assessment, we all have to do it on our own."

The questions for this assessment will be randomized, meaning that you will not receive the same questions, or the same order of questions as your peers.

Please click on the “save” button regularly.

Once you complete the quiz, click on “Go To Submit Quiz” and follow the prompts. Failure to start the test will mean you do not have the full 24 hours to complete, and leaving it until after the close date and time will result in a zero.

Final Exam

There is no final exam for this course.

BLOCK WEEK ATTENDANCE POLICY

Attendance at all of block week is mandatory. Students will not be excused from attending block week for anything other than an emergency or extremely usual situation. This situation must be supported by documentation. While the student may choose what documentation to provide (please see the University Calendar for additional details), the instructor also has discretion not to accept the documentation if it does not corroborate the issue facing the student. Because there are only five days of classes, students must attend the entirety of each day. In addition, with a large component of the class dedicated to synthesizing course material in groups, missing any time means that your group members will have to pick-up your slack. This will be reflected in your Individual Participation grade.

EXTENSIONS

The deadlines have been adjusted such that there are no extensions for this class. Please file for a Deferral of Term Work should you have an unforeseen emergency. I love limericks. Please reach out to your instructor to discuss this should the need arise.

LATE PENALTIES

Deadlines will be treated seriously. Because all the deadlines are so late in the term, no assignments will be accepted after the due date. A note of caution: computer failure is not grounds for an extension. Always back-up your work in order to avoid last-minute catastrophes. The university has a subscription to Microsoft OneDrive. This service protects your files, and allows for easy sharing between peers. You are strongly encouraged to use it.

WRITING

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 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 (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

GRADE SCALE

The following grading scale will be used:

A+ (90-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-89)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

INSTRUCTOR GUIDELINES

Any modification to a student's progression through the course stemming from a medical ground must be taken to the Student Accessibility Services (SAS). Simple matters like single extensions, or single excused absences can be handled by the instructor or TA in accordance with the instructions above. **Any** requests for accommodation of any sort must be received with documentation no later than **two** business days from the incident, deadline, or quiz/exam date. Accommodation requests received after this point will not be considered by the instructor.

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

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

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

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

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

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

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

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

Absence From a Mid-term Examination

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

Deferral of a Final Examination

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

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then

proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

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-now.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-electronic-resources-and-information-policy.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.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at 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].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

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

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

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

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

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

Student Wellness Services:

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

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