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**Political Science 473-L01
Latin American Politics**

Winter 2018
MWF 12:00-12:50 pm | ST 064

Dr. Pablo Policzer

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Office hours: Wednesday 1:00-2:00 pm or by appointment

Description and objectives

This course will focus on two fundamental sets of problems in Latin American politics: The first is the struggle to build democratic societies, and to overcome the legacies of colonialism, exclusion, and authoritarianism. Democracy has historically had a precarious hold in the region, yet in recent decades the bulk of the continent has become at least formally democratic. How strongly rooted is democracy in Latin America? Is there a single model of democracy or is democracy different from country to country? To what extent have democratic regimes overcome legacies of authoritarianism and exclusion? The second problem is insecurity, in the form of political and criminal violence. Although inter-state wars have been rare, intra-state violence has been all-too common. What are the historical roots and contemporary dimensions of violence? Why has it been so pervasive, and can it be overcome?

We will address these questions from a comparative perspective by exploring the connections among different sets of literatures, including on military rule and democracy in Chile, on the civil war in Colombia, on the problems of criminal violence throughout the continent, and on the struggle to create more inclusive democracies.

By the end of this course, you certainly won't know everything there is to know about Latin American politics. (No one does.) Instead, if you do your part through careful study, you will emerge with something simpler but also more powerful: a better understanding of some of the region's fundamental political challenges, along with a comparative framework for making sense of them.

Required readings are available for download from D2L, either directly from the course site or as external links to other sites. The suggested readings will be helpful for more in-depth research in the specific area. Other readings beyond the syllabus may be suggested as appropriate.

Course requirements and procedures

This course presumes some background in political science, and some familiarity with Latin America. In addition, you would be well advised to keep track of current events in Latin America in the national and international press. Reading knowledge of Spanish is an asset, though not required.

We will use D2L, where I will post messages and grades, along with relevant course materials (such as PowerPoint presentations and background readings). We will also use Top Hat, for quizzes and to participate in some discussions.

You will be required to complete a closed-book in-class mid-term and 3-hour final exam, along with a research paper. The mid-term and final exams will contain brief identification and multiple-choice questions. The final exam will also likely contain an essay question, from among a set of choices.

For the research paper, you may work on a topic of your own choosing, but which meets the following conditions:

- It must be clearly connected to the themes of the course. This is *not* your chance to write on a topic you've always wanted to write about but which has no connection to the course. It *is* your chance to explore the themes of the course in greater depth. The suggested readings are a good place to start.
- Because this is a course in comparative politics, the project must also be comparative in some way: by focusing on more than one case. I will explain this in greater detail in class.
- It must be clearly analytical—in the sense of explaining or making better sense of a problem—rather than descriptive. Again, I will explain this in class.

The research paper should be between 3,500-5,000 words in length, submitted in digital format, as a Word file or PDF, through D2L.

You are required to submit a proposal of the research project (roughly 600-1,000 words) to me by February 16. The proposal should clearly state the main *question* you will focus on, the *argument* you will formulate, and how you plan to do what you propose. I will provide further details in class.

Finally, a participation mark will assess the *quantity and quality* of your contributions to class discussions. A person who makes a small number of intelligent comments in class will receive a higher grade than one who makes more frequent but less intelligent remarks. At the same time, a person who makes intelligent contributions with higher frequency will receive a higher mark than one who participates less frequently.

Your final grade will be distributed as follows:

In-class mid-term exam (February 26)	20%
Research paper (due April 13)	35% (including proposal 5%)
Final exam (during exam period)	30%
Participation	15% (10% in class, 5% Top Hat)

Please note that the lectures, discussions, and readings are connected but distinct streams. The lectures will comment on the readings, but will not necessarily follow them precisely: listening to the lectures is *not* a substitute for doing the readings. All course material—including lectures, discussions, and readings—are fair game for the exams.

There may be an opportunity to have a guest speaker during the term. I will confirm the details if and when that opportunity arises.

You are expected to attend all the classes, do all the required readings, write the exams, and complete the assignments on time. A late assignment or paper without a valid medical excuse (i.e. one supported by a doctor's note) will not be accepted.

If you attend the lectures, do the assigned readings carefully, understand the main ideas, and are able to comment on them critically in the research project, in the exams, and in class, you will be well on your way to succeeding in the course.

I will be available for consultation by email, during office hours, after class or by appointment.

Grading criteria

A- (80-84%) → A (85-89%) → A+ (90% +)

Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. Work at this level is clearly written, with no spelling or grammar faults.

B- (70-73%) → B (74-76%) → B+ (77-79%)

Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. Work at this level is generally clearly written, containing at most a few, if any, spelling or grammar faults.

D (50-54%) → D+ (55-59%) → C- (60-62%) → C (63-66%) → C+ (67-69%)

Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour. Work at this level is sometimes or often unclear, and contains from some to many spelling and/or grammar problems.

F (0-49%)

Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature. Work at this level is usually poorly written, with numerous spelling and grammar problems.

Electronic devices in class

Because we will use Top Hat in class, laptops and cellphones are permitted, strictly for this purpose, and for taking notes.

You should keep in mind, however, that a growing body of evidence suggests that it's far more effective to take notes by hand: that "even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing".¹ Even more seriously, evidence also suggests that laptops in class have an effect similar to second-hand smoke: they not only hurt you, the user, but also those around you, even if they're not using one.² My very strong suggestion is that after using Top Hat, you close the laptop, pick up a pen and paper, and pay full attention to the lecture and the discussion. You and those around you will do much better if you listen actively and write sparingly, than if you try to transcribe everything, or worse, get distracted by email, social media, the web, etc.

If you choose to use a laptop beyond Top Hat, you must do so with courtesy to others and consideration for the aims of the course. That means using it strictly to take notes or consult course-related material, and not for checking email or social media, surfing the web, or any other purpose that distracts from the class. The class is small enough that we will notice—and get annoyed by—any distractions. Similarly, cellphones should be put away after using them for Top Hat.

Reading and writing skills³

Learning an academic discipline such as political science requires immersing yourself in and critically engaging a substantial body of work. In other words, it requires quite a bit of reading and writing.

As you manage the reading for this course, you are likely to find that there is little correlation between effort and outcome. It's possible to spend hours reading something without "getting it," and equally possible to spend very little time reading something else and getting quickly to the heart of it. Reading is not an ability that either comes naturally or does not—it's a skill that has to be learned. *Figure out the heart of the argument before you read deeply.* When you know the article's centre of gravity, you read more efficiently. *Read actively.* Be skeptical, approach the text with questions, and try to answer these for yourself as you make your way through it. The more actively you read, the more you will retain, and the easier it will be to write about it.

You should also keep in mind that it's not only *what* you write that matters in how you will be evaluated, but also *how* you write it. Crisp, clear, effective writing counts. That includes such things as grammar, punctuation, sentence structure, clarity, citation, and organization. As George Orwell noted, "the slovenliness of our language

¹ <http://pss.sagepub.com/content/25/6/1159>

² <http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y>

³ Adapted from K. Chandra and D. Woodruff, MIT.

makes it easier for us to have foolish thoughts.”⁴ The advice in these articles should help you avoid slovenly writing, at least:

- William Zinsser, “Writing English as a Second Language”:
<https://theamericanscholar.org/writing-english-as-a-second-language/>
- Steven Pinker, “Why Academics Stink at Writing”:
<http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>

And beyond Pinker’s article, I would very strongly recommend his book *The Sense of Style*:

<http://stevenpinker.com/publications/sense-style-thinking-persons-guide-writing-21st-century>

If after all this advice you still need help with writing, it is available through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library): <http://www.ucalgary.ca/ssc/writing-support>.



<http://www.cartoonstock.com/>



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⁴ George Orwell, “Politics and the English Language” (1946): http://www.orwell.ru/library/essays/politics/english/e_polit/

Course schedule

January 8

Introduction and overview

January 10

The comparative method

- ❑ Charles Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*, Chapter 3, "Case-Oriented Comparative Methods" (University of California Press, 2014), <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1698820>

January 12-17

Basic concepts: state and regime

- ❑ Karl Marx, *The Communist Manifesto*, Chapter I "Bourgeois and Proletarians"; online.
- ❑ Max Weber, "Politics as a Vocation," in H.H. Gerth and C. Wright Mills, eds. *From Max Weber*, pp. 77-83, 117-128 (D2L).
- ❑ Robert Dahl, *Polyarchy: Participation and Opposition* (Yale University Press, 1971), Chapters 1 and 3 (D2L).
- ❑ Philippe Schmitter and Terry Lynn Karl, "What Democracy is ... and Is Not," *Journal of Democracy* (Summer 1991) <http://www.ned.org/docs/Philippe-C-Schmitter-and-Terry-Lynn-Karl-What-Democracy-is-and-Is-Not.pdf>

January 19-24

Sates and regimes in Latin America

- ❑ Guillermo O'Donnell, "On the State, Democratization and Some Conceptual Problems: A Latin American View with Glances at Some Postcommunist Countries," *World Development* 21 (August 1993); online
- ❑ Miguel Angel Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain* (Cambridge University Press, 2013); Ch. 1 Centeno and Ferraro, "Republics of the Possible: State Building in Latin America and Spain"; and Ch. 2 Safford "The Construction of National States in Latin America, 1820-1890", pp. 3-55 (EBSCOHOST via library).
- ❑ Hillel David Soifer, "Authority over Distance: Explaining Variation in State Infrastructural Power in Latin America," Ph.D. Dissertation, Harvard University (2006), Chapter 1, "Towards an Explanation for Variation in State

Power in Latin America": <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/305337144?pq-origsite=summon>

- ❑ Ruth Berins Collier and David Collier, *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America* (Princeton University Press, 1991), Overview and Chapter 1 "Framework: Critical Junctures and Historical Legacies", pp. 3-39 (D2L).

Suggested:

- ❑ Miguel Angel Centeno and Elaine Enriquez, "Legacies of Empire?" *Theory and Society*, Vol. 39, No. 3/4 (May 2010), pp. 343-360; <http://www.jstor.org/stable/40587539>
- ❑ Miguel Angel Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain* (Cambridge University Press, 2013); Ch. 19 Centeno and Ferrero, "Paper Leviathans: Historical Legacies and State Strength in Contemporary Latin America and Spain," pp. 399-416 (EBSCOHOST via library).
- ❑ Miguel Angel Centeno, "The Centre did not Hold: War in Latin America and the Monopolisation of Violence," in James Dunkerley, ed. *Studies in the Formation of the Nation-State in Latin America* (London: Institute of Latin American Studies), pp. 54-76 (eBook via D2L and library).
- ❑ Hillel Soifer, "Measuring State Capacity in Latin America," *Revista de Ciencia Política* 32:3 (2012), pp. 585-598.
- ❑ Daniel M. Brinks, "The Transformation of the Latin American State-As-Law: State Capacity and the Rule of Law," *Revista de Ciencia Política* 32:3 (2012), pp. 561-583.

January 24-Feb 2

From democracy to dictatorship in Chile

- ❑ Iván Jaksic, "Ideological Pragmatism and Nonpartisan Expertise in Nineteenth-Century Chile: Andrés Bello's Contribution to State and Nation Building," in Centeno and Ferraro, *State and Nation Making in Latin America and Spain*, Ch. 9, pp. 183-202 (eBook via library).
- ❑ Arturo Valenzuela, "Chile: Origins, Consolidation, and Breakdown of a Democratic Regime," in Diamond et al., eds. *Democracy in Developing Countries: Volume 4, Latin America* (Lynne Rienner Publishers, 1989), pp. 159-206 (D2L).
- ❑ Robert Barros, "Personalization and Institutional Constraints: Pinochet, the Military Junta, and the 1980 Constitution," *Latin American Politics and Society* 43:1 (2001); <http://onlinelibrary.wiley.com/doi/10.1111/j.1548-2456.2001.tb00168.x/abstract>

- Patricio Navia, "Pinochet: The Father of Contemporary Chile," *Latin American Research Review* 43:3 (2008); <https://www.jstor.org/stable/pdf/20488159.pdf>

Suggested:

- Salvador Allende, "Chile: A Perilous Way to Socialism," in E. Aguilar, ed. *Marxism in Latin America* (Philadelphia: Temple University Press, 1978, revised edition), pp. 311-318 (D2L).
- *ReVista: Harvard Review of Latin America*, "Chile: A Changing Country," Spring 2004, pp. 3-21, 25-61; <https://revista.drclas.harvard.edu/book/chile-changing-country-spring-2004>

February 5-14

The political economy of democracy and inequality

- Tomás Undurraga, "Neoliberalism in Argentina and Chile: common antecedents, divergent paths," *Revista de Sociología y Política* 23:55 (2015), pp. 11-34 <http://www.scielo.br/pdf/rsocp/v23n55/0104-4478-rsocp-23-55-0011.pdf>
- Javier E. Rodríguez Weber, "The Political Economy of Income Inequality in Chile Since 1850," in L. Bértola and J. Williamson, eds., *Has Latin American Inequality Changed Direction?* https://link.springer.com/content/pdf/10.1007%2F978-3-319-44621-9_3.pdf
- Kurt Weyland, "The Threat of Populism from the Left," *Journal of Democracy* 24:3 (July 2013), pp. 18-32; <http://www.journalofdemocracy.org/sites/default/files/Weyland-24-3.pdf>
- Steven Levitsky and James Loxton, "Populism and Competitive Authoritarianism in the Andes," *Democratization* 20:1 (2013), pp. 107-136 (D2L).

Suggested:

- Paul Drake and Eric Hershberg, eds. *State and Society in Conflict: Comparative Perspectives on Andean Crises* (University of Pittsburgh Press, 2006), Ch. 1 "The Crisis of State-Society Relations in the Post-1980s Andes," pp. 1-30 (D2L).
- Kurt Weyland, "Neoliberalism and Democracy in Latin America: A mixed record," *Latin American Politics and Society* 46:1 (April 2004), pp. 135-157; <http://www.jstor.org/stable/3177084>

February 16

Film: **"The Battle of Chile"**

Research proposals due (via D2L)

February 19-23

Reading week – no class

February 26

Mid-term exam (in class)

February 28-March 12

Democracy and violence in Colombia

- Fernando López Alves, *State Formation and Democracy in Latin America, 1810-1900* (Duke University Press, 2000), Chapter 3, "A Weak Army and Restrictive Democracy: Colombia, 1810-1886," pp. 96-139 (D2L).
- Ana María Bejarano and Eduardo Pizarro Leongómez, "From 'Restricted' to 'Besieged': The Changing Nature of the Limits to Democracy in Colombia" (Working Paper, 2002); <https://pdfs.semanticscholar.org/e62e/6fba71918abcf7564ec983b0e2d592389d21.pdf>
- Francisco Gutiérrez Sanín, "Politicians and Criminals: Two decades of Turbulence, 1978-1998," *International Journal of Politics, Culture and Society* 14:1 (Fall 2000); <http://www.jstor.org/stable/20020065>
- Christine Balling, "Justice or Peace in Colombia: What the Deal with the FARC Means for the Country," *Foreign Affairs* (September 30, 2015), <https://www.foreignaffairs.com/articles/colombia/2015-09-30/justice-or-peace-colombia>

Suggested:

- Charles Bergquist, "Waging War and Negotiating Peace: The Contemporary Crisis in Historical Perspective," in Charles Bergquist, Ricardo Peñaranda, and Gonzalo Sánchez G., eds., *Violence in Colombia, 1990-2000: Waging War and Negotiating Peace* (Wilmington, DE: SR Books, 2001): 195-212 (D2L).
- Mauricio Romero, "Changing identities and contested settings: the paramilitary in contemporary Colombia," *International Journal of Politics, Culture and Society* 14:1 (Fall 2000); <http://www.jstor.org/stable/20020064>

- Frank Safford and Marco Palacios, *Colombia: Fragmented Land, Divided Society* (NY: Oxford University Press, 2002), Chapter 14, “Political Violence in the Second Half of the Twentieth Century,” pp. 345-70 (D2L).

March 14-26

Political and criminal violence

- Juan E. Mendez, Guillermo O’Donnell, and Paulo Sergio Pinheiro, eds. *The (Un)Rule of Law & the Underprivileged in Latin America* (University of Notre Dame Press, 1999), Chapter 1 “Problems of Lawless Violence: Introduction.” (D2L)
- Catalina Smulovitz, “Citizen Insecurity and Fear: Public and Private Responses in Argentina,” in Hugo Frühling and Joseph S. Tulchin, eds. *Crime and Violence in Latin America: Citizen Security, Democracy, and the State* (Johns Hopkins University Press, 2003), pp. 125-152 (D2L).
- Teresa Caldeira, *City of Walls: Crime, Segregation, and Citizenship in São Paulo* (University of California Press, 2000), Chapter 7 “Fortified Enclaves: Building up Walls and Creating a New Private Order,” pp. 256-296 (D2L).
- Robert Muggah et al., “Making Cities Safer: Citizen Security Innovations from Latin America,” *Igarapé Institute*, Strategic Paper 20 (June 2016), Chapters on Brazil, Chile, and Colombia; https://igarape.org.br/wp-content/uploads/2016/07/AE-20_Making-Cities-Safer-Citizen-Security-Innovations-from-Latin-America_WEB-1.pdf

Suggested:

- Paulo Sergio Pinheiro, “Democracies without Citizenship,” *NACLA Report on the Americas* 30:2 (September-October 1996), pp. 17-23 (D2L).
- James Holston, *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil* (Princeton, 2008), Chapter 8 “Dangerous Spaces of Citizenship,” pp. 271-314 (D2L).
- Enrique Desmond Arias, “The Dynamics of Criminal Governance: Networks and Social Order in Rio de Janeiro,” *Journal of Latin American Studies* 38 (May 2006), pp. 293-325 (D2L).
- *ReVista: Harvard Review of Latin America*, “Violence: A Daily Threat,” Winter 2008, pp. 3-25, 30-33, 39-41, 47-49, 52-55: <https://revista.drclas.harvard.edu/book/violence-daily-threat-winter-2008>

March 28

Film: “**Neighbouring Sounds**”

March 30

Good Friday – no class

April 2-11

Democracy and inclusion

- ❑ Deborah Yashar, “Democracy, Indigenous Movements, and Postliberal Challenge in Latin America,” *World Politics* 52:1 (October 1999), pp. 76-104;
<http://www.jstor.org/stable/25054101>
- ❑ Donna Lee Van Cott, “Latin America’s Indigenous Peoples,” *Journal of Democracy* 18:4 (October 2007), 127-42;
<https://muse.jhu.edu/article/223245> 3
- ❑ Organization of American States and UN Development Program, *Our Democracy in Latin America* (2011), pp. 3-85
http://www.latinamerica.undp.org/content/dam/undp/library/Democratic%20Governance/UNDP-OAS_Our_Democracy_in_Latin_America.pdf
- ❑ Roberto Gargarella, “A Dream Deferred: Unlocking the Promise of Latin America’s Constitutions,” *Boston Review* (Jan/Feb 2013);
https://bostonreview.net/archives/BR38.1/roberto_gargarella_mexico_latina_merica_social_rights_constitutionalism.php
- ❑ Leonardo Avritzer, “Brazil’s Experiment in Direct Democracy,” *Boston Review* (Jan/Feb 2013);
https://bostonreview.net/archives/BR38.1/leonardo_avritzer_brazil_direct_democracy.php
- ❑ Maxwell A. Cameron and Kenneth E. Sharpe, “Andean Left Turns: Constituent Power and Constitution-Making,” in Maxwell A. Cameron and Eric Hershberg, eds. *Latin America’s Left Turns: Politics, Policies and Trajectories of Change* (Lynne Rienner Publishers, 2010), Chapter 4:
http://works.bepress.com/maxwell_a_cameron/6

Suggested:

- ❑ Maxwell A. Cameron, Eric Hershberg, and Kenneth E. Sharpe, *New Institutions for Participatory Democracy in Latin America: Voice and Consequence*, Chapter 1, “Voice and Consequence: Direct Participation and Democracy in Latin America,” pp. 1-20 (D2L).
- ❑ Jorge Castañeda, “Latin America’s Left Turn,” *Foreign Affairs*, May/June 2006 (D2L).
- ❑ Jonathan Fox, “The Difficult Transition from Clientelism to Citizenship: Lessons from Mexico,” *World Politics* 46 (January 1994);
<http://www.jstor.org/stable/2950671>

- Deborah Yashar, "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." *Comparative Politics*, vol. 31, no. 1, 1998, pp. 23-42; www.jstor.org/stable/422104.
- Jon Beasley-Murray, Maxwell A Cameron & Eric Hershberg, "Latin America's Left Turns: An introduction" *Third World Quarterly* 30:2 (2009), pp. 319-330; <http://www.tandfonline.com/doi/abs/10.1080/01436590902770322>
- Maxwell A. Cameron, "Citizenship Deficits in Latin American Democracies," *Convergencia* 14:45 (2007), pp. 11-30; <http://www.scielo.org.mx/pdf/conver/v14n45/v14n45a1.pdf>.

April 13

Review

Research project due via D2L

IMPORTANT POLICIES AND INFORMATION

Absence from a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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 can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head.

University Regulations

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

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignments 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 will be destroyed after three months; final examinations are destroyed after one year.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

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

Important Contact Information

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

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

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

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

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca