



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 502.18-S01
Advanced Topics Seminar in Politics:
Democracy and Representation in Canadian Political Institutions
FALL 2020

INSTRUCTOR: Dr. Erica Rayment
EMAIL: erica.rayment@ucalgary.ca
OFFICE HOURS: By appointment through Zoom
COURSE DAY/TIME: F 11:00–13:45
DELIVERY METHOD: Web-Based (Synchronous Delivery)
COURSE PRE-REQUISITES: 3 units in courses labelled Political Science at the senior level

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[Course Description](#)

This course examines the nature and purpose of representation in a democratic society and the major institutions of representative government in Canada (including the electoral system, political parties, the House of Commons, Executive, and Senate). The course also examines

representation in practice, focusing on the way in which institutions have or can be adapted to reflect the concerns of women, Indigenous people, and racialized people.

The course is an advanced reading- and discussion-intensive seminar that will be delivered through weekly synchronous Zoom sessions. Each week will begin with some introductory remarks from the instructor, followed by student presentations and class discussions based on the readings and current events.

Course Objectives and Learning Outcomes

This course is designed to:

- Familiarize students with the concept and practice of democratic representation as viewed through the lens of Canadian parliamentary institutions;
- Equip students with the skills and knowledge to engage critically and effectively as active participants in discussions and debates about representation in politics;
- Help students develop and practice key critical thinking, writing, and oral presentation skills that will help them succeed in their university career and beyond.

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

- Understand and apply major theories and typologies of representation;
- Understand how political institutions in Canada function and operate in relation to one another and in relation to the concept of representation;
- Identify and explain how competing concepts of representation are manifested in Canada and how they are reflected in our representative political institutions;
- Assess, evaluate and synthesize evidence and arguments;
- Develop and present a coherent explanation of multiple related and competing perspectives through clear and concise writing and through oral presentation.

Required Textbooks and Readings

There is no textbook for this course. All required and optional readings will be available through the University of Calgary library or the course website.

Please note that the instructor may make minor modifications to the assigned course readings to respond to current issues or emerging scholarship. Any changes to the schedule of assigned readings will be announced on the course website. **If there is a discrepancy between the assigned readings listed in the syllabus and the readings listed on the course website, please treat the course website as authoritative.**

Required Technology

Students in this course are required to have a computer with an internet connection and audio/video capability (web camera, microphone, speakers). Course content will be made available through D2L and synchronous sessions – including student presentations – will be held using Zoom.

Summary of Course Components, Due Dates, and Weighting

Assessment	Modality	Due Date	Weighting
Short essay 1	File upload in D2L	October 1	25%
Short essay 2	File upload in D2L	November 5	25%
Short essay 3	File upload in D2L	December 3	25%
Presentation	Weekly Zoom sessions	As assigned	10%
Participation	Weekly Zoom sessions	Ongoing	15%

NOTE: All course assignments *must* be submitted electronically through the course website. Assignments must be submitted by 11:59 p.m. on the due date to avoid late penalties.

Course Schedule

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

Week 1 (September 11): Introduction/Welcome

Please review the syllabus and feel free to get a jump on next week's readings.

PART 1 – THE CONCEPT OF REPRESENTATION

Week 2 (September 18): Theories of Representation I

What is representation? Why does it matter for democracy?

- Burke, Edmund. 1999. "Speech to the electors of Bristol" in *Select works of Edmund Burke*, vol. 4 (Miscellaneous Writings). Indianapolis: Liberty Fund.
<http://oll.libertyfund.org/titles/659>
- Pitkin, Hanna. 1967. *The Concept of Representation*. Berkeley: University of California Press, chs. 1, 10.
- Mill, John Stuart. 1861. *Considerations on Representative Government*. London: Parker, Son, and Bourn, ch. 5.

Week 3 (September 25): Theories of Representation II

What constitutes "good" representation?

- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *The Journal of Politics* 61 (3): 628-657.

- Mansbridge, Jane. 2003. "Rethinking representation." *American Political Science Review* 97 (4): 515-528.
- Bird, Karen, Thomas Saalfeld, and Andreas M. Wust. 2011. "Ethnic diversity, political participation, and representation: a theoretical framework." In Karen Bird, Thomas Saalfeld, and Andreas M. Wust, eds., *The Political Representation of Immigrants and Minorities: Voters, Parties, and Parliaments in Liberal Democracies*. New York: Routledge, pp. 1-22.

PART 2 – REPRESENTATIVE INSTITUTIONS IN CANADA

Week 4 (October 2): Electoral Systems

*****SHORT ESSAY 1 DUE THIS WEEK*****

How do different electoral systems operate? How do these systems facilitate and constrain different types of representation? What types of representation are prioritized by the Canadian electoral system?

- Pilon, Dennis. 2017. "Party Politics and Voting Systems in Canada," in Alain-G. Gagnon and A. Brian Tanguay, eds. *Canadian Parties in Transition, Fourth Edition*. Toronto: University of Toronto Press, pp. 217-249.
- Cairns, Alan. 1968. "The Electoral System and the Party System, 1921-1965." *Canadian Journal of Political Science* 1: 1, pp. 55-80.
- Golder, Sona, Laura Stephenson, Karine Van der Straeten, Andre Blais, Damien Bol, Philipp Harfst, and Jean-Francois Laslier. 2017. "Votes for Women: Electoral Systems and Support for Female Candidates." *Politics and Gender* 13, pp. 107-131.

Optional:

- Farrell, David. 2011. *Electoral Systems: A Comparative Introduction*. London: Palgrave Macmillan, chs. 2 and 5.

Week 5 (October 9): Political Parties

What representational role do political parties play? How do political parties bridge the gap between state and society?

- Cross, William. 2010. "Parties" in William Cross, ed. *Auditing Canadian Democracy*. Vancouver: UBC Press, pp. 143-167.
- Cross, William, and Lisa Young. 2013. "Candidate Recruitment in Canada: The Role of Parties," in Royce Koop and Amanda Bittner, eds., *Parties, Elections, and the Future of Canadian Democracy*. Vancouver: UBC Press, pp. 24-45.
- Gidengil, Elisabeth, Neil Nevitte, Andre Blais, Joanna Everitt, and Patrick Fournier. 2012. *Dominance and Decline: Making Sense of Recent Canadian Elections*. Toronto: University of Toronto Press, ch. 2.

Optional:

- Cochrane, Christopher. 2010. "Left/Right Ideology and Canadian Politics." *Canadian Journal of Political Science* 43 (3): pp. 583-605.
- Everitt, Joanna. 2017. "Where Are the Women in Canadian Political Parties?" in Alain G. Gagnon and A. Brian Tanguay, eds. *Canadian Parties in Transition, Fourth Edition*. Toronto: University of Toronto Press, pp. 296-315.

- Melanee Thomas and Marc André Bodet. 2013. "Sacrificial Lambs, Women Candidates and District Competitiveness in Canada." *Electoral Studies*. 32 (1): 153-166

Week 6 (October 16): The House of Commons I

What are the representative functions of the House of Commons? What kinds of representation are facilitated and constrained within the House of Commons?

- Franks, C. E. S. 1987. *The Parliament of Canada*. Toronto: University of Toronto Press, chs. 1-2.
- Docherty, David. 2010. "Legislatures" in William Cross, ed. *Auditing Canadian Democracy*. Vancouver: UBC Press, pp. 65-92.
- Morden, Michael, Jane Hilderman, and Kendall Anderson. 2018. "Flip the script: Reclaiming the legislature to reinstate representative democracy." Toronto: The Samara Centre for Democracy. https://www.samaracanada.com/docs/default-source/reports/flip-the-script---by-the-samara-centre-for-democracy.pdf?sfvrsn=2d09002f_2
- Docherty, David. 1997. *Mr. Smith goes to Ottawa: Life in the House of Commons*. Vancouver: UBC Press, ch. 1.

Week 7 (October 23): The House of Commons II

What are the representative functions of an MP? What is the impact of party discipline on MPs' representational role?

- Blidook, Kelly. 2010. "Exploring the role of 'legislators' in Canada: Do Members of Parliament Influence Policy?" *The Journal of Legislative Studies* 19(1): 32-56.
- Soroka, Stuart, Erin Penner and Kelly Blidook (2009). "Constituency Influence in Parliament." *Canadian Journal of Political Science*, 42(3).
- Malloy, Jonathan. 2003. "High discipline, low cohesion? The uncertain patterns of Canadian parliamentary parties." *Journal of Legislative Studies* 9 (4): 116-29.

Optional:

- Russell, Meg, Daniel Gover, Kristina Wollter and Meghan Benton. 2017. "Actors, motivations and outcomes in the legislative process: Policy influence at Westminster." *Government and Opposition* 52 (1): 1-27.
- Eagles, Munroe. 2013. "Constituency and personal determinants of MPs' positions on social conservative issues in the 37th and 38th Canadian Parliaments" in Amanda Bittner and Royce Koop, eds. *Parties, Elections, and the Future of Canadian Politics*.
- Loewen, Peter John, Royce Koop, Jaime Settle, and James H. Fowler. 2014. "A natural experiment in proposal power and electoral success." *American Journal of Political Science* 58 (1): 189-96.

Week 8 (October 30): Cabinets and the Executive

What are the representative functions of cabinets? How effective are they at fulfilling these roles?

- White, Graham. 2012. "The 'Centre' of the Democratic Deficit: Power and Influence in Canadian Political Executives." In Patti Tamara Lenard and Richard Simeon, eds.,

Imperfect Democracies: The Democratic Deficit in Canada and the United States.
Vancouver: UBC Press, pp. 226-247.

- Savoie, Donald J. 1999. "The rise of court government in Canada." *Canadian Journal of Political Science* 32(4): 635-664.
- Malloy, Jonathan. 2004. "The Executive and Parliament in Canada." *The Journal of Legislative Studies* 10 (2-3): 206-217.
- Franceschet, Susan, Claire Annesley and Karen Beckwith. 2017. "What do women symbolize? Symbolic representation and cabinet appointments." *Politics, Groups and Identities* 5 (3): 488-493.

Optional:

- Tremblay, Manon and Daniel Stockemer. 2013. "Women's ministerial careers in cabinet, 1921-2010: A look at socio-economic demographic traits and career experiences." *Canadian Public Administration* 56(4): 523-41.

Week 9 (November 6): The Senate

*****SHORT ESSAY 2 DUE THIS WEEK*****

What kind of representation is the Senate meant to provide? How does the Senate's institutional design reflect this?

- Smith, David E. 2003. *The Canadian Senate in Bicameral Perspective*. Toronto: University of Toronto Press, chs. 1, 4.
- Griffith, Andrew. 2017. "Diversity in the Senate." *Policy Options* (14 February), accessed at <http://policyoptions.irpp.org/magazines/february-2017/diversity-in-the-senate/>
- Thomas, Paul G. 2019. "Moving Toward a New and Improved Senate." *IRPP Study*, No. 69 (March).

Optional:

- Mullen, Stephanie, Manon Tremblay, and Linda Trimble. 2013. "'Way Past That Era Now?' Women in the Canadian Senate." In Linda Trimble, Jane Arscott, and Manon Tremblay, eds., *Stalled: The representation of women in Canadian governments*. Vancouver: UBC Press, ch. 14.

Week 10 (November 13) – Reading Week (No Classes)

PART 3 – REPRESENTATION IN PRACTICE

Week 11 (November 20): The Representation of Indigenous Peoples

How/how well are Indigenous people represented in Canadian federal institutions? How might their representation in federal institutions be increased? What could/should increased representation of Indigenous peoples in Canadian politics look like?

- Turner, Dale. 2006. *This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy*. Toronto: University of Toronto Press, ch. 1.
- Papillon, Martin. 2014. "The Rise (and Fall?) of Aboriginal Self-Government," in James Bickerton and Alain-G. Gagnon, eds., *Canadian Politics, Sixth Edition*. Toronto: UTP, pp. 113-131.
- Durie, Mason. 2003. "Māori in Governance: Parliament, Statutory Recognition, and the

State Sector,” in *Reforming Parliamentary Democracy*. Montreal and Kingston: McGill-Queen’s University Press, pp. 128-149.

- Morden, Michael D. 2018. “Parliament and the Representation of Indigenous Issues: The Canadian Case.” *Parliamentary Affairs* 71: pp. 124-143.

Optional:

- White, Graham. 1991. “Westminster in the Arctic: The Adaptation of British Parliamentarism in the Northwest Territories.” *Canadian Journal of Political Science* 24(3): 499-523. (Review)

Week 12 (November 27): The Representation of Women

How/how well are women represented in Canadian politics? What are some of the barriers to women’s political representation? How might their representation be increased? What could/should increased representation of women in Canadian politics look like?

- Trimble, Linda, Jane Arscott, and Manon Tremblay. 2013. *Stalled: The representation of women in Canadian governments*. Vancouver: UBC Press. Introduction.
- Thomas, Melanee. 2013. “Barriers to women’s political participation in Canada.” *UNB Law Journal* 64 (1): 218-232.
- Young, Lisa. 2003. “Can Feminists Transform Party Politics? The Canadian Experience.” In Manon Tremblay and Linda Trimble, eds., *Women and Electoral Politics in Canada*. Toronto: Oxford University Press, pp. 76-91.
- Tremblay, Manon. 1998. “Do female MPs substantively represent women? A study of legislative behaviour in Canada’s 35th Parliament.” *Canadian Journal of Political Science* 31(3): 435-465.

Optional:

- Bashevkin, Sylvia. 2019. *Doing Politics Differently? Women Premiers in Canada’s Provinces and Territories*. Vancouver: UBC Press. Chapter 12.
- Young, Lisa. 2013. “Slow to Change: Women in the House of Commons,” in Linda Trimble, Jane Arscott, and Manon Tremblay eds., *Stalled: The representation of women in Canadian governments*. Vancouver: UBC Press. Chapter 13.

Week 13 (December 4): The Representation of Racialized People

*****SHORT ESSAY 3 DUE THIS WEEK*****

How/how well are racialized people represented in Canadian federal institutions?

- Black, Jerome and Lynda Erickson. 2006. “Ethno-racial origins of candidates and electoral performance.” *Party Politics* 12 (4): 541-61.
- Besco, Randy. 2015. “Rainbow coalitions or inter-minority conflict: Racial affinity and diverse minority voters.” *Canadian Journal of Political Science* 48 (2): 305-28.
- Tolley, Erin. 2019. “Who you know: Local party presidents and minority candidate emergence.” *Electoral Studies* 58: 70-79.
- Marwah, Inder, Triadafilos Triadafilopoulous, and Stephen White. 2013. “Immigration, Citizenship, and Canada’s new Conservative Party,” in David Rayside and James Farney, eds., *Conservatism in Canada*. Toronto: University of Toronto Press, pp. 95-119.

Optional:

- Tolley, Erin. "The electoral system and parliament's diversity problem: In defense of the wrongfully accused," in Andrew Potter, Daniel Weinstock, and Peter Loewen, eds. *Should we change how we vote?* Montreal: McGill-Queen's University Press, pp. 111-25.
- Wagner, Angelia and Elisabeth Gidengil. 2017. "Addressing representational deficits in Canadian legislatures," in Andrew Potter, Daniel Weinstock, and Peter Loewen, eds. *Should we change how we vote?* Montreal: McGill-Queen's University Press, pp. 139-52.
- Harell, Allison. 2013. "Revisiting the 'ethnic' vote: Liberal allegiance and vote choice among racialized minorities," in Royce Koop and Amanda Bittner eds., *Parties, elections and the future of Canadian politics*. Vancouver: UBC Press.

Description of Course Assignments

Short Essays

The course is divided into three parts. At the end of each part of the course, students will submit a short essay (not more than eight pages, double spaced) that offers a critical reflection on the readings from that section. Short essay 1 and short essay 3 must cover at least one week of assigned readings. Short essay 2 must cover at least two weeks of assigned readings. Students are welcome to engage with more than the minimum required readings.

Short essays are intended to help students practice assessing, evaluating, and synthesizing evidence and arguments from multiple sources and perspectives and communicating this analysis through clear and concise writing. They are designed to help students put the readings into conversation with each other and in relation to the other topics covered in the course and should be organized around a clearly identified a tightly focused question or theme. Short essays should (1) provide a brief review of the main argument made by the readings and (2) make an argument by pointing to a key issue or theme addressed in all the readings, comparing and evaluating the different perspectives presented by each reading.

Some questions to guide your thinking about the short essays include: What is the main argument of each article? Is there a common thread that runs through all the readings? A key point of disagreement? What is the basis of this disagreement? What assumptions are being made and are they warranted? What evidence is presented in support of each perspective? What are the implications of the arguments for the topic we're considering or for the themes of the course more broadly? How do the articles fit together with one another? *Grading criteria for the short essays will be posted on the course website.*

Presentation

Student presentations will begin the week of October 2. Each student will sign up for a presentation topic by September 21 using an online sign-up sheet posted on the course website. Presentations will focus on the assigned readings for the week the presentation is given. Presentations will be given at the beginning of class and should be approximately 10-minutes in length. If two students are scheduled to present in a given week, they are expected to coordinate amongst themselves to avoid duplication.

Presentations are intended to help students practice evaluating and synthesizing information and arguments from a range of perspectives and to present this analysis through a clear, easy to follow oral presentation. Presentations therefore should **not** simply summarize the readings – they should assume that everyone has done the readings and focus on providing an analysis of a theme relevant to the readings.

Some questions to guide your thinking about the presentation include: What is the main argument of each article? Is there a common thread that runs through all the readings? A key point of disagreement? Critical questions that are raised? What are the implications of the arguments for the topic we’re considering? How do the articles fit together with one another? *Grading criteria for the presentation will be posted on the course website.*

Participation

Seminar classes depend on attendance and active participation from all students. It is essential that students come to class every week having done the readings and prepared to discuss them. Students are also encouraged to think about each week’s topic and readings in relation to current events. To facilitate making connections between course material and current events, the course website will include a discussion board where students are encouraged to post relevant news articles to share with their colleagues.

Active participation includes being attentive to class discussion, raising thoughtful questions and comments in discussion, offering insight or analysis of the readings, bringing relevant news articles to the attention of the class (including on the course website’s discussion board), and drawing others into discussion.

Writing Statement

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

Grading Scale

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

Course Policies

Course Communication

Office hours are usually the best way to get an effective response on an issue from me. I will post blocks of time within which students can sign up for a time slot on the course website. Email communication is best for dealing with logistical and/or administrative issues (e.g. providing documentation to request an extension, reminding me to share that link I mentioned in class, asking for clarification on something that isn't covered in the syllabus). If you have a question about course content, ideas, or concepts your best bet is to come to my office hours for a (virtual) in-person chat.

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

Late Penalties

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

Extensions

Normally, extensions for written work will only be granted in exceptional circumstances, at the discretion of the instructor, and with acceptable written documentation. Extensions can also be granted for students registered with Student Accessibility Services. Extensions will only be granted prior to the due date of an assignment. If you require an extension, please notify me as soon as possible.

Grade Appeals

Grades are assigned based on an assessment of the quality of the work submitted. If you think a grade should be reconsidered, you must provide a half-page written explanation outlining why you think the assigned grade is misaligned with the quality of the work that was submitted. This explanation should make specific reference to the grading guidelines. This explanation should be submitted by email to your TA, along with a copy of the graded assignment. There is a 48 hour "cooling off" period after getting a graded assignment back in which you may not submit an appeal. All grade appeals must be submitted within one week of the end of the "cooling off" period. Please note that requests for reassessment based on needing to maintain a scholarship, support law/grad school applications, or other reasons unrelated to the content of the work submitted, will not be considered as valid reasons for appeal. Please note that after reviewing an assignment, a grade can be adjusted either up or down.

Equity Statement

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

Statement on Academic Integrity

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

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

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

Important Department 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/>.