



**DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS**

**POLI 575  
Intelligence and Policy  
FALL 2020**

**INSTRUCTOR:** Gavin Cameron  
**TELEPHONE:** 403 220 7060  
**EMAIL:** gcameron@ucalgary.ca  
**OFFICE HOURS:** By appointment; all meetings will be conducted via Zoom  
**COURSE DAY/TIME:** Monday 1100-1345 (synchronous session via Zoom Monday 1100-1200)  
**DELIVERY METHOD:** Web-Based  
**COURSE PRE-REQUISITES:** POLI 381 or by consent of Department

**COURSE DESCRIPTION**

An examination of the role and limits of intelligence in policymaking.

**COURSE OBJECTIVES & LEARNING OUTCOMES**

The course will consider the nature of intelligence, how it is collected and analysed (and how those each fit into wider political and policy processes), and then issues of democratic accountability and oversight for intelligence organizations. The course will be taught as a seminar, combining discussion and some hands on intelligence analysis (as a means of illustrating the possibilities / limits of various methods). Students will acquire an understanding of the role of intelligence within several democratic states, how it affects policy within those states, and the limits of intelligence. Students will enhance their writing skills through three assignments. By problematizing the collection, analysis and policy-oriented use of information within the intelligence framework, the course will also encourage students to self-critically assess the challenges for their own use of information for analysis.

**REQUIRED TEXTBOOK(S)**

Peter Gill and Mark Pythian, *Intelligence in an Insecure World*, 3rd ed. (Polity, 2018)

**REQUIRED TECHNOLOGY**

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and

implement propose an alternative participation activity (e.g., watch the lecture recordings and actively contribute to the follow-up online discussion).

There will be 11 synchronous Zoom sessions throughout the term (MT 1100-1200 on September 14, 21, 28, October 5, 19, 26, November 2, 16, 23, 30 and December 7).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

### **COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
Short Assignment #1	20%	October 19
Short Assignment #2	20%	November 2
Research Paper	40%	November 23
Participation	20%	Weekly
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

### **COURSE SCHEDULE & TOPICS**

The following two books are helpful for multiple topics within the course:

Mark Lowenthal, *Intelligence from Secrets to Policy* (CQ Press, 2020) – earlier editions are all fine, but page numbers will vary.

Loch Johnson and James Wirtz (eds.) *Intelligence: The Secret World of Spies – An Anthology* (OUP, 2014) – 4th edition (older editions are also ok)

Earlier editions of both books are available online in the UCalgary Library.

All of the major Canadian, UK and US intelligence organizations have extensive websites that you can and should explore for additional information.

Unless otherwise noted below, all journal articles listed are available online via the UCalgary library.

DATE	TOPIC	READINGS
September 14	What is Intelligence?	<p>Gill &amp; Phythian Chapters 1 &amp; 2</p> <p>Lowenthal Chapter 1</p> <p>Michael Warner, “Wanted: A Definition of ‘Intelligence’” <i>Studies in Intelligence</i>, 46/3 (2002) available at: <a href="http://www2.warwick.ac.uk/fac/soc/pais/staff/aldrich/vigilant/warner.wanted.pdf">http://www2.warwick.ac.uk/fac/soc/pais/staff/aldrich/vigilant/warner.wanted.pdf</a></p> <p>Michael Warner, “Fragile &amp; Provocative: Notes on Secrecy &amp; Intelligence” <i>Intelligence and National Security</i> 27/2 (2012) pp. 223-40</p>
September 21	Who does intelligence?	<p>Gill and Phythian Chapter 3</p> <p>Philip Davies, “Ideas of Intelligence: Divergent National Concepts and Institutions” <i>Harvard International Review</i> 24/3 (2002), pp. 62-66</p> <p>Gustavo Díaz Matey, “The Use of Intelligence in the Private Sector” <i>International Journal of Intelligence &amp; Counterintelligence</i> 26/2 (2013) pp. 272-87</p> <p>John A. Gentry, “Toward a Theory of Non-State Actors' Intelligence” <i>Intelligence and National Security</i> 31/4 (2016) pp. 465-489</p> <p>Karen Lund Petersen &amp; Vibeke Schou Tjalve, Intelligence expertise in the age of information sharing: public–private ‘collection’ and its challenges to democratic control and accountability, <i>Intelligence and National Security</i>, 33:1 (2018), pp. 21-35</p> <p>David Strachan-Morris, Developing theory on the use of intelligence by non-state actors: five case studies on insurgent intelligence, <i>Intelligence and National Security</i>, 34:7 (2019), pp. 980-984</p>

		Filippa Lentzos, Michael S. Goodman & James M. Wilson, Health Security Intelligence: engaging across disciplines and sectors, Intelligence and National Security, 35:4 (2020), pp. 465-476
September 28	Intelligence communities in Australia, Canada, the UK and US	<p>Lowenthal Chapter 3</p> <p>“The organization of the US intelligence community” Johnson &amp; Wirtz Epilogue</p> <p>Peter Chalk &amp; William Rosenau Confronting the “Enemy Within”: Secret Intelligence, Policing and Counterterrorism in Four Democracies, RAND Available online at: <a href="http://www.rand.org/pubs/monographs/MG100.html">http://www.rand.org/pubs/monographs/MG100.html</a></p> <p>Stuart Farson &amp; Nancy Teeple, “Increasing Canada's Foreign Intelligence Capability: Is it a Dead Issue?” Intelligence and National Security, Vol 30, No. 1 (2015), pp. 47-76</p> <p>Martin Rudner “Canada’s Communications Security Establishment, Signals Intelligence and Counterterrorism,” Intelligence and National Security, Vol. 22, No. 4 (August, 2007), pp. 473-490.</p> <p>S. Lander, “International intelligence cooperation: An inside perspective” Cambridge Review of International Affairs 17/3 (2004), pp. 481-93.</p> <p>James Cox, Canada and the Five Eyes Intelligence Community, Strategic Studies Working Group Papers, Canadian International Council, December 2012 Available online at: <a href="http://openCanada.org/wp-content/uploads/2012/12/SSWG-Paper-James-Cox-December-2012.pdf.pdf">http://openCanada.org/wp-content/uploads/2012/12/SSWG-Paper-James-Cox-December-2012.pdf.pdf</a></p> <p>David Martin Jones, Intelligence and the management of national security: the post 9/11 evolution of an Australian National Security Community, Intelligence and National Security, 33:1 (2018), pp. 1-20</p>
October 5	The intelligence cycle and the policy process	<p>Lowenthal Chapters 4, 9</p> <p>Arthur Hulnick, “The intelligence cycle” Johnson &amp; Wirtz Chapter 5</p> <p>James Wirtz, “The intelligence-policy nexus” Johnson &amp; Wirtz Chapter 16</p>

		<p>Jack Davis, “Intelligence Analysts and Policymakers” Johnson &amp; Wirtz Chapter 13</p> <p>Mark Lowenthal, “Tribal Tongues: Intelligence Consumers, Intelligence Producers” Johnson &amp; Wirtz Chapter 14</p> <p>Glenn Hastedt, “The Politics of Intelligence and the Politicization of Intelligence: The American Experience” Intelligence and National Security 28/1 (2013) pp. 5-31</p> <p>Stephen Marrin, “Rethinking Analytic Politicization” Intelligence and National Security 28/1 (2013) pp. 32-54</p> <p>John A. Gentry. “Truth” as a Tool of the Politicization of Intelligence, International Journal of Intelligence and CounterIntelligence, 32:2 (2019), pp. 217-247</p>
October 12	THANKSGIVING - NO CLASSES	
October 19	Collection 1 – HUMINT & OSINT	<p>Gill and Phythian Chapter 4</p> <p>Lowenthal Chapter 5</p> <p>Frederick Hirtz, “Human source intelligence” Johnson &amp; Wirtz Chapter 7</p> <p>Stephen Mercado, “Open source intelligence” Johnson &amp; Wirtz Chapter 8</p> <p>Bowman H. Miller, Open Source Intelligence (OSINT): An Oxymoron?, International Journal of Intelligence and CounterIntelligence, 31:4 (2018), pp. 702-719</p>
October 26	Collection 2 – SIGINT & IMINT	<p>Gill and Phythian Chapter 4</p> <p>Lowenthal Chapter 5</p> <p>Michael Warner, “Technology and intelligence” Johnson &amp; Wirtz Chapter 6</p> <p>Mathew Aid, “All Glory is Fleeting: Sigint and the Fight against international terrorism” Intelligence &amp; National Security 18/4 (Winter 2003), pp. 72-120</p> <p>John A. Gentry, Selective SIGINT: Collecting Communications Intelligence While Protecting One’s Own, International Journal of Intelligence and CounterIntelligence, 32:4 (2019), pp. 647-676</p>

November 2	Game #1 - Collection	
November 9	November 8-14 – READING DAYS – NO CLASSES	
November 16	Analysis	<p>Gill and Phythian Chapter 5</p> <p>Lowenthal Chapter 6</p> <p>Richard Betts, “Surprise despite warning: Why sudden attacks succeed” <i>Political Science Quarterly</i> 95/4 (1980), pp. 551-72</p> <p>Robert Blackwill and Jack Davis, “A Policymaker’s Perspective on Intelligence Analysis” <i>Johnson &amp; Wirtz Chapter 11</i></p> <p>Jeffrey Friedman &amp; Richard Zeckhauser, “Assessing Uncertainty in Intelligence” <i>Intelligence and National Security</i> 27/6 (2012) pp. 824-47</p> <p>Stephen Marrin, “Is Intelligence Analysis an Art or a Science?” <i>International Journal of Intelligence &amp; Counterintelligence</i> 25/3 (2012) pp. 527-45</p> <p>Mark Lowenthal, “A Disputation on Intelligence Reform and Analysis: My 18 Theses” <i>International Journal of Intelligence &amp; Counterintelligence</i> 26/1 (2013) pp. 31-7</p> <p>David Omand, <i>Reflections on Intelligence Analysts and Policymakers, International Journal of Intelligence and CounterIntelligence</i>, 33:3 (2020), pp. 471-482</p>
November 23	Intelligence failures & Iraq	<p>Gill and Phythian Chapter 7</p> <p>Daniel Byman, “Strategic surprise and the September 11 attack”, <i>Annual Review of Political Science</i> 8 (2005), pp. 145-170.</p> <p>James Wirtz, “Déjà vu? Comparing Pearl Harbour and September 11” <i>Harvard International Review</i> 24/3 (2002) pp. 73-77.</p> <p>Amy Zegart, “The Cuban Missile Crisis as Intelligence Failure” <i>Policy Review</i> (October/November 2012) pp. 23-39</p> <p>Richard Betts, “Analysis, War, and Decision: Why Intelligence Failures are Inevitable” <i>Johnson &amp; Wirtz Chapter 10</i></p> <p>Mark Jensen, “Intelligence Failures: What Are They Really &amp;</p>

		<p>What Do We Do About Them?" Intelligence and National Security 27/2 (2012) pp. 261-282</p> <p>Ehud Eiran, "The Three Tensions of Investigating Intelligence Failures" Intelligence and National Security 31/4 (2016) pp. 598-618</p> <p>Peter Gill, Explaining Intelligence Failure: Rethinking the Recent Terrorist Attacks in Europe, International Journal of Intelligence and CounterIntelligence, 33:1 (2020), pp. 43-67</p> <p>Daniel Byman, "Intelligence and its critics" Studies in Conflict and Terrorism, <a href="http://www.tandfonline.com/doi/full/10.1080/1057610X.2015.1108086">http://www.tandfonline.com/doi/full/10.1080/1057610X.2015.1108086</a></p> <p>Richard Aldrich, "Whitehall and the Iraq War: The UK's Four Intelligence Enquiries" Irish Studies in International Affairs 16 (2005) pp. 73-88 available at: <a href="https://www.jstor.org/stable/30001936">https://www.jstor.org/stable/30001936</a></p> <p>Philip Flood, Report of the Inquiry into Australian Intelligence Agencies, July 31 2004 available at: <a href="http://www.pmc.gov.au/publications/intelligence_inquiry/">http://www.pmc.gov.au/publications/intelligence_inquiry/</a></p> <p>Robert Jervis, "Reports, Politics and Intelligence Failures: The case of Iraq" Journal of Strategic Studies 29/1 (2006) pp. 3-52.</p>
November 30	Game #2 – Intelligence and Democracy	
December 7	Oversight, Budget, Democracy and the Future	<p>Gill and Phythian Chapter 6, 8 and 9</p> <p>Lowenthal Chapters 10-14</p> <p>M.C Ott, "Partisanship and the decline of intelligence oversight" International Journal of Intelligence and Counterintelligence, Spring 2003 16/1, pp. 69-94</p> <p>Andrew Defty, Coming in from the cold: bringing the Intelligence and Security Committee into Parliament, Intelligence and National Security, 34:1 (2019), pp. 22-37</p> <p>Andrew Defty, From committees of parliamentarians to parliamentary committees: comparing intelligence oversight reform in Australia, Canada, New Zealand and the UK,</p>

		<p>Intelligence and National Security, 35:3 (2020), pp. 367-384</p> <p>Ian Leigh, “Rebalancing Rights &amp; National Security: Reforming UK Intelligence Oversight a Decade After 9/11” Intelligence and National Security 27/5 (2012) pp. 722-738</p> <p>Kate Martin, “Domestic intelligence and civil liberties” SAIS Review 24/1 (2004), pp. 7-21</p> <p>Security Intelligence Review Committee (SIRC) Annual Reports are available at: <a href="http://www.sirc-csars.gc.ca/anrran/index-eng.html">http://www.sirc-csars.gc.ca/anrran/index-eng.html</a></p> <p>Gregory Treverton, “Intelligence: Welcome to the American Government” Johnson and Wirtz Chapter 28</p> <p>Frederick Hitz, “Unleashing the Rogue Elephant: September 11 and Letting the CIA Be the CIA” Johnson &amp; Wirtz Chapter 28</p> <p>Claudia Hillebrand, “The Role of News Media in Intelligence Oversight” Intelligence and National Security 27/5 (2012) pp. 689-706</p> <p>Gerard Hughes &amp; Kristian Stoddart, “Hope &amp; Fear: Intelligence and the Future of Global Security a Decade after 9/11” Intelligence and National Security 27/5 (2012) pp. 625-652</p> <p>Julian Richards, “Intelligence Dilemma? Contemporary Counterterrorism in a Liberal Democracy Intelligence and National Security 27/5 (2012) pp. 761-80</p> <p>Joshua Rovner, “Intelligence in the Twitter Age” International Journal of Intelligence &amp; Counterintelligence 26/2 (2013) pp. 260-71</p> <p>Jeffrey Roy, “Secrecy, Security and Digital Literacy in an Era of Meta-Data: Why the Canadian Westminster Model Falls Short” Intelligence and National Security 31/1 (2016) pp. 95-117</p> <p>Adam Diderichsen &amp; Kira Vrist Rønn, Intelligence by consent: on the inadequacy of Just War Theory as a framework for intelligence ethics, Intelligence and National Security, 32:4 (2017) pp. 479-493</p>
December 9	FALL TERM LECTURES END	

Please note that the above schedule is tentative and may change as the need arises.

### **ASSIGNMENTS**

For each short assignment, you will be given a case study to analyse and will have a one or more questions to answer on that case study. You do not need to conduct additional research or use further sources, beyond the case study, to answer the question(s). Your answer will be assessed on your detailed analysis of the information in the case study, along with your understanding of the themes of course to that point.

Both short assignments should be submitted electronically via email or Dropbox.

Each assignment should be written in 12-point font, and should be 5 pages in length. References within the assignment to the case study need only note the page number; any additional sources should be noted at the end of the assignment in a bibliography which is not counted towards the 5 page limit.

### **RESEARCH PAPER**

Students should select topics and questions for their research papers in consultation with the instructor.

The research paper should be submitted electronically via email or Dropbox.

Each assignment should be written in 12-point font, and should be 20 pages in length. Students may use any major system of referencing, but must do so correctly and consistently.

### **PARTICIPATION**

The participation mark will be based on contributions via the Discussion feature of D2L. After the introductory week, there are 8 weeks with a substantive topic and additional readings: September 14, 21, 28, October 5, 19, 26, November 16, 23 and December 7. In each of those weeks, there will be a question provided on that topic following the synchronous part of the class on Monday. The Discussion feature of D2L will be open for each weekly topic from the end of class on Monday until 5pm on the following Sunday. Participation will be assessed for each of those weeks. You need to provide at least one substantive comment on the weekly question and at least one response to someone else's substantive comment. This is a minimum level of contribution - to attain a better participation mark, you will need to provide high quality contributions more frequently. To obtain a better participation mark, you should make use of the additional readings listed above to go beyond the points within the lecture or textbook.

Participation Rubric:

Overview

Posted messages should be significant – helping the discussion move forward. There are a variety of ways to do this, including (generally in some combination over the course of the week or within a posting):

- Providing concrete examples, perhaps from your own experience
- Describing possible consequences or implications
- Challenging something that has been posted in the discussion – perhaps by playing “devil’s advocate”
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Pulling in related information from other sources – books, articles, websites, other courses, etc.

Your participation score for a given week will be based on the number and quality of messages you post to that week’s discussion. Participation will be evaluated in terms of quality as well as quantity, based on the following scale:

Criteria	Excellent	Good	Fair	Poor
Timeliness and quantity of discussion responses	3-4 or more postings; well distributed throughout the week	2-3 postings distributed throughout the week.	2-3 postings; postings not distributed throughout the week	1-2 postings; postings not distributed throughout the week
Responsiveness to discussion topics and demonstration of knowledge and understanding from assigned readings.	Readings were understood and incorporated into discussion as it relates to topic.	Readings were understood and incorporated into discussion as it relates to topic.	Little use made of readings.	Little or no use made of readings. Postings have questionable relationships to discussion questions and/or readings; they are non-substantive.
Ability of postings to move discussion forward.	Two or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence).	At least one posting adds significantly to the discussion.	At least two postings supplement or add moderately to the discussion	Postings do little to move discussion forward
Points	5	3	1	0

\*adapted from a rubric developed by Don Stepich; modified by Jennifer Richardson

Protocol for posting threads and contributing to an online discussion are as follows:

- Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the questions as much as possible (don't let the discussion stray).
- Try to use quotes from the articles that support your postings. Include page numbers when you do that.
- Use proper netiquette (proper language, typing, etc.)

"Non-substantive" messages may indicate agreement or disagreement with a prior message, but they are too general to help move the discussion forward.

"Moderate" messages add to the discussion by clarifying information or showing how it can be applied in a particular situation, but they don't break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.

"Significant" messages add to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.

A final guideline for postings, make sure your posted comments are CRISP:

#### Considerate

You may have strong views and will want to express those views. That's great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

#### Reflective

An asynchronous discussion may lack the spontaneity of a live discussion. But this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

#### Interactive

Remember that you're a participant in a discussion and talk with one another. Cut and paste parts of previous messages into your message. The idea is to be interactive, not just active.

**Succinct**

Get to the point. Short, focused messages are usually more effective than long comments.

**Pertinent**

Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That’s fine, but this is not the place to do that. When you enter into a weekly discussion, please remember that you’re in a classroom, not a chat room.

This rubric is adapted from "Participation in Class Discussions – Scoring and Examples". This can be found at: [https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8.2\\_Sample\\_Discussion\\_Board\\_Rubric\\_LDT.pdf](https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8.2_Sample_Discussion_Board_Rubric_LDT.pdf)  
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**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** The following grading scale will be used:

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)

**LATE PENALTIES**

Overdue work will not be accepted unless there is a legitimate reason for the lateness that is accompanied by supporting evidence.

**INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class. Should you wish to meet outside of class, please email to make an appointment. It is to the student’s advantage to keep such appointments. All meetings will be held virtually.

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

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

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://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 Commissioner for Oaths, visit [ucalgary.ca/registrar](https://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](http://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/](http://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](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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](https://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto: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/>.