



DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

**POLI 685 - L01**  
**Strategic Studies**  
**Course Outline**

<b>INSTRUCTOR:</b>	Rob Huebert
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<b>OFFICE HOURS:</b>	Monday 11:00-12:00 AM or by appointment
<b>COURSE DAY/TIME:</b>	Mon 4:00-6:45 PM
<b>COURSE LOCATION:</b>	SS 729

**COURSE DESCRIPTION:**

The events of September 11, 2001 and their aftermath again demonstrated that the international system remains a dangerous one. Some analysts argue that 9/11 will be remembered as a major turning point in the understanding of international politics and international security. There is also a debate on how best to understand what international security is in the current milieu. To this end, the purpose of this course is to undertake a critical examination of the major issues and theories that are representative of the field of inquiry covered by the study of strategic studies. Specifically, it will critically examine the major theories of security and the use of force and will critically assess their roles in the modern era.

**COURSE OBJECTIVES & LEARNING OUTCOMES:**

The overall course objective is to provide the student with the opportunity to develop the skills and abilities necessary to critically assess the field of strategic studies. This will include an examination of the main concepts of the field as well the main issue areas within the field. A related objective of the course is to provide students with the opportunity to further develop their research, writing and oral skills.

**REQUIRED TEXTBOOK:**

**Texts** - John Baylis, James Wirth and Colin Gray, (eds) *Strategy in the Contemporary World: An Introduction to Strategic Studies* 5th edition. (Oxford: Oxford University Press, 2016); and Alan Collins (ed) *Contemporary Security Studies* 5<sup>th</sup> edition (Oxford: Oxford University Press, 2019).

**Journals** - The following list provides the names of some (but by no means all) of the principle journals in the field of Strategic Studies. Students should develop the habit of staying current in their debates.

*Canadian Military Journal, Foreign Affairs, Foreign Policy, International Affairs, International Journal, International Organization, International Security, International Studies Quarterly, Jane's, Journal of Conflict Resolution, Journal of Military and Strategic Studies, Journal of Peace Research, Strategic Review, Survival and World Politics*

### Newspapers and New Agencies -

Al Jazeera	<a href="http://english.aljazeera.net/HomePage">http://english.aljazeera.net/HomePage</a>
BBC World Service	<a href="https://www.bbc.co.uk/worldservice/index.htm">https://www.bbc.co.uk/worldservice/index.htm</a>
Carnegie Endowment for International Peace	<a href="https://www.ceip.org/">https://www.ceip.org/</a>
CNN	<a href="https://www.cnn.com">https://www.cnn.com</a>
Department of Defense	<a href="https://www.defenselink.mil/">https://www.defenselink.mil/</a>
Interfax News Agency	<a href="http://www.interfax.com/news.asp">http://www.interfax.com/news.asp</a>
Itar-Tass News Agency	<a href="http://tass.com/">http://tass.com/</a>
National Public Radio	<a href="https://www.npr.org">https://www.npr.org</a>
The American Enterprise Institute	<a href="https://www.aei.org">https://www.aei.org</a>
The Brookings Institution	<a href="https://www.brookings.org">https://www.brookings.org</a>
<i>The Economist</i>	<a href="https://www.economist.com">https://www.economist.com</a>
<i>The Financial Times</i>	<a href="https://www.ft.com">https://www.ft.com</a>
<i>The Guardian</i>	<a href="https://www.guardian.co.uk">https://www.guardian.co.uk</a>
<i>The Moscow Times</i>	<a href="https://themoscowtimes.com/">https://themoscowtimes.com/</a>
<i>The New York Times</i>	<a href="https://www.nytimes.com">https://www.nytimes.com</a>
<i>The Times of India</i>	<a href="https://www.timesofindia.com">https://www.timesofindia.com</a>
The United Nations	<a href="https://www.un.org">https://www.un.org</a>
<i>The Washington Post</i>	<a href="https://www.washingtonpost.com">https://www.washingtonpost.com</a>
The White House	<a href="https://www.whitehouse.gov/">https://www.whitehouse.gov/</a>
US Central Intelligence Agency	<a href="https://www.cia.gov/index.html">https://www.cia.gov/index.html</a>
US Department of State	<a href="https://www.state.gov">https://www.state.gov</a>

**Library Search Engines** - One of the most important electronic aids to research offered by the library can be found on their Research Databases. This page lists numerous databases that include several that focus on international relations and strategic studies.

[[http://libguides.ucalgary.ca/sb.php?subject\\_id=52647](http://libguides.ucalgary.ca/sb.php?subject_id=52647)];

[[http://libguides.ucalgary.ca/sb.php?subject\\_id=52657](http://libguides.ucalgary.ca/sb.php?subject_id=52657)]

### COURSE COMPONENT WEIGHTS AND DUE DATES:

ASSIGNMENT	MARK	DUE DATES
Research Proposal	20%	Feb 3
Research Paper	50%	April 6
Paper Presentation	10%	TBD
Class Participation	20%	Term
Total	100%	

**PAPER PROPOSAL:**

A paper proposal must be submitted in class on February 3 at the beginning of class. The proposal (3-5 pages) must include a clear identification of the question to be addressed in the paper, the methodology to be utilized, and a preliminary list of sources. The overall evaluation will consider both the content and writing of the assignment.

**RESEARCH PAPER:**

Students will be required to write one major research essay on a subject of their own choosing and a paper copy is **due at the beginning of class on April 6 to be submitted in class**. This paper (30 or more pages) is to provide an analytical study of an aspect of strategic studies. The overall evaluation will consider both the content and writing of the assignment.

**PAPER PRESENTATION:**

Towards the end of term students will also be required to present to the class their findings for their major research paper. A class discussion on the presentation will then follow. To facilitate discussion, a student must submit to the class a summary of the paper outlining their research findings (2-3 pages) **one week** before their presentation.

**CLASS PARTICIPATION:**

Students are required to **attend all classes and participate in an informed and prepared manner in all class discussions**. The reading assignments cited in the reading list must be **completed for each class**, and it is expected that students will follow the coverage of news stories that relate to the various topic areas.

**WRITING STATEMENT:**

Written assignments are required in this course 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 (3<sup>rd</sup> floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADE SCALE**

A+ = 90-100	B+ = 75-78	C+ = 65-68	D+ = 55-58
A = 80-89	B = 70-74	C = 60-64	D = 50-54
A- = 79	B- = 69	C- = 59	F = 0-49

**COURSE SCHEDULE & TOPICS:** The schedule is tentative and may change as the need arises.

DATE	TOPIC
Jan 13	INTRODUCTION
Jan 20	<p><b>STRATEGIC STUDIES THEORY: UNDERSTANDING THE FIELD – THE TRADITIONALIST (REALISTS)</b>            Required Readings:</p> <p>Richard Betts, “Should Strategic Studies Survive?” <i>World Politics</i> 50 (October 1997):7-33 (<a href="http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/journals/world_politics/v050/50.1betts.html">http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/journals/world_politics/v050/50.1betts.html</a>).</p> <p>Constantinos Koliopoulos, “Historical Approaches to Security/Strategic Studies,” <i>The International Studies Encyclopedia</i>. Denmark, Robert A. (Ed) Blackwell Publishing, 2010. (<a href="http://www.oxfordreference.com.ezproxy.lib.ucalgary.ca/view/10.1093/acref/9780191842665.001.0001/acref-9780191842665-e-0178?rskey=pIurpZ&amp;result=199">http://www.oxfordreference.com.ezproxy.lib.ucalgary.ca/view/10.1093/acref/9780191842665.001.0001/acref-9780191842665-e-0178?rskey=pIurpZ&amp;result=199</a>)            (can also be found at International Studies Online @ <a href="http://library.ucalgary.ca/rdd-subject?s=84">http://library.ucalgary.ca/rdd-subject?s=84</a>)</p> <p>Steven Miller, “The Hegemonic Illusion? Traditional Strategic Studies in Context,” <i>Security Dialogue</i> vol. 41, no.6 (December 2010) (<a href="http://sdi.sagepub.com.ezproxy.lib.ucalgary.ca/content/41/6/639.full.pdf+html">http://sdi.sagepub.com.ezproxy.lib.ucalgary.ca/content/41/6/639.full.pdf+html</a>).</p> <p>Harvey Sapolsky, “Security Studies and Security Policy: An American Perspective,” <i>The International Studies Encyclopedia</i>. Denmark, Robert A. (Ed) Blackwell Publishing, 2010. (<a href="http://www.oxfordreference.com.ezproxy.lib.ucalgary.ca/view/10.1093/acref/9780191842665.001.0001/acref-9780191842665-e-0339?rskey=wjSbyE&amp;result=387">http://www.oxfordreference.com.ezproxy.lib.ucalgary.ca/view/10.1093/acref/9780191842665.001.0001/acref-9780191842665-e-0339?rskey=wjSbyE&amp;result=387</a>)            (can be found at International Studies Online @ <a href="http://library.ucalgary.ca/rdd-subject?s=84">http://library.ucalgary.ca/rdd-subject?s=84</a>)</p> <p>Stephen Walt “The Renaissance of Security Studies,” <i>International Studies Quarterly</i> 35 (1991):211-239 (<a href="https://www.jstor.org/stable/2600471">https://www.jstor.org/stable/2600471</a>)</p> <p>John Baylis and James Wirtz, Strategy in the Contemporary World: Strategy after 9/11,” 1-16; Beatrice Heuser, “The History and Practice of Strategy from Antiquity to Napoleon,” 17-32; James Wirtz, “A New Agenda for Security and Strategy?” 357-336; Colin Gray and Jeannie Johnson, “The Practise of Strategy,” 356-373; Lawrence Freedman, “Does Strategic Studies have a Future?” 374-390 in John Baylis, James Wirtz and Colin Grayes, (eds) <i>Strategy in the Contemporary World</i>, 5<sup>th</sup> ed. (Oxford: Oxford University Press, 2016): (Text).</p> <p>Michael Sheehan, “Military Security,” 191-205, in Alan Colins (ed.) <i>Contemporary Security Studies</i> 5<sup>th</sup> edition (Oxford: Oxford University Press, 2019) (Text).</p> <p>Suggested Readings:            Charles Glaser, “Realism,” 13-29; Patrick Morgan, “Liberalism,” 30-43; Eric Herring, “Historical Materialism,” 44-57; Christine Agius, “Social Constructivism,” 70-86, in <i>Contemporary Security Studies</i> (Text).</p>

<b>Jan 27</b>	<p><b>SECURITY STUDIES THEORY: REBUTTAL TO THE TRADITIONALISTS</b></p> <p>Required Readings: Edward Kolodziej, “Renaissance in Security Studies? Caveat Lector,” <i>International Studies Quarterly</i> 36 (1992) [<a href="http://www.jstor.org/stable/2600733">http://www.jstor.org/stable/2600733</a>]</p> <p>Keith Krause and Michael Williams, “Broadening the Agenda of Security Studies: Politics and Methods,” <i>Mershon International Studies Review</i> 40 (1996). [<a href="https://www.jstor.org/stable/222776">https://www.jstor.org/stable/222776</a>]</p> <p>Ole Wæver, “Politics, security, theory,” <i>Security Dialogue</i> vol. 42, no. 4-5 (August-October 2011). [<a href="http://sdi.sagepub.com.ezproxy.lib.ucalgary.ca/content/42/4-5/465.full.pdf+html">http://sdi.sagepub.com.ezproxy.lib.ucalgary.ca/content/42/4-5/465.full.pdf+html</a>].</p> <p>Columba Peoples, “Strategic Studies and its Critics,” 319-336 in <i>Strategy in the Contemporary World</i> (Text).</p> <p>Alan Collins, “Introduction: What is Security Studies,” 1-10; Paul Rogers, “Peace Studies,” 61-73; David Mutimer, “Critical Security Studies: A Schismatic History,” 91-110; J. Marshall Beier, “Poststructural Insights: Subjects, Objects, and Security,” 111-125; Mark Laffey and Suthaharan Nadarajah, “Postcolonialism,” 126-143; Ralf Emmers, “Securitization,” 173-188; Ole Wæver and Barry Buzan, “After the Return to Theory: The Past, Present, and the Future of Security Studies,” 427-446, in <i>Contemporary Security Studies</i> (Text).</p>
<b>Feb 3</b>	<p><b>STRATEGIC STUDIES THEORY: THE CLASSICS</b></p> <p>Required Readings: Carl von Clausewitz, <i>On War</i>, (Princeton: Princeton University Press, 1976): 1-224; 641-714 (skim 225-640). (Reserve).</p> <p>Thucydides, Martin Hammond and P.J. Rhodes, <i>The Peloponnesian War</i>, (Oxford: Oxford University Press, 2009). [<a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=472103&amp;ppg=79">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=472103&amp;ppg=79</a>]</p> <p>Sun, Tzu, and Ralph D. Sawyer. <i>The Art of War</i>. New York: Basic Books, 1994. (Reserve)</p> <p>Thomas Mahnken, “Strategic Theory,” 52-66 in <i>Strategy in the Contemporary World</i> (Text).</p>
<b>Feb 10</b>	<p><b>HUMAN SECURITY: PROTECTING OURSELVES FROM OURSELVES</b></p> <p>Required Readings: International Commission on Intervention and State Sovereignty <i>The Responsibility to Protect</i>, (Ottawa: International Development Research Centre, December 2001). [<a href="http://responsibilitytoprotect.org/ICISS%20Report.pdf">http://responsibilitytoprotect.org/ICISS%20Report.pdf</a>].</p> <p>Sheena Greitens and Theo Farrell, “Humanitarian Intervention and Peace Operations,” 265-281 in <i>Strategy in the Contemporary World</i> (Text).</p> <p>Randolph Persaud, “Human Security,” 144-158;; Paul Roe, “Societal Security,” 221-234;; Gary Shiffman, “Economic Security,” 253-267; Nana Paku and Jacqueline Therkelsen, “Globalization, Development, and Security,” 268-282; Alex Bellamy and Stephen</p>

	<p>McLaughlin, "Humanitarian Intervention," 334-349; Sam Raphael and Doug Stokes, "Energy Security," 350-363; Stefan Elbe, "Health and Security," 379-392; Harold Trinkuas, "Transnational Crime," 393-409, <i>Contemporary Security Studies</i> (Text).</p>
<b>Feb 17</b>	<b>READING WEEK – NO CLASSES</b>
<b>Feb 24</b>	<p><b>USE OF FORCE: INTERNATIONAL TERRORISM</b>  Required Readings:  Bruce Hoffman, <i>Inside Terrorism</i> 3<sup>rd</sup> edition (NY: Columbia University Press, 2017. (reserve) and (electronic copy in U of Calgary library  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5276199">[https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5276199]</a></p> <p>James Kiras, "Irregular Warfare: Terrorism and Insurgency," 175-194 in <i>Strategy in the Contemporary World</i> (Text).</p> <p>Brenda Lutz and James Lutz, "Terrorism," 318-333, in <i>Contemporary Security Studies</i> (Text).</p>
<b>March 2</b>	<p><b>FIGHTING WARS</b>  Required Readings:  Bernard Brodie, <i>Strategy in the Missile Age</i>, (Rand Corp, 2007).  <a href="http://www.rand.org/pubs/commercial_books/CB137-1.html">[www.rand.org/pubs/commercial_books/CB137-1.html]</a></p> <p>Bradley A. Thayer and Thomas M. Skypek, "Reaffirming the utility of nuclear weapons," <i>Parameters</i> vol 42 (Winter-Spring 2013).  <a href="http://go.galegroup.com/ps/i.do?id=GALE%7CA335069995&amp;v=2.1&amp;u=ucalgary&amp;it=r&amp;p=AONE&amp;sw=w&amp;asid=5eeabaa4180a12e7567508fd8e77fed7">[http://go.galegroup.com/ps/i.do?id=GALE%7CA335069995&amp;v=2.1&amp;u=ucalgary&amp;it=r&amp;p=AONE&amp;sw=w&amp;asid=5eeabaa4180a12e7567508fd8e77fed7]</a></p> <p>Michael Sheehan, "The Evolution of Modern Warfare," 33-51; John Garnett and John Baylis, "The Causes of War and the Conditions of Peace," 67-84; Daniel Moran; Eliot Cohen, "Technology and Warfare," 121-136; Roger George, "Intelligence and Strategy," 137-156; John Ferris, "Conventional Power and Contemporary Warfare," 230-246; Stephen Biddle, "Theory and Practise of Continental Warfare," 247-264; John Sheldon, "The Rise of Cyberpower," 282-298; Stefanie Ortmann and Nick Whittaker, "Geopolitics and Grand Strategy," 299-318 in <i>Strategy in the Contemporary World</i> (Text).</p> <p>Peter Jacobsen, <i>Coercive Diplomacy: Countering War-Threatening Crises and Armed Conflicts</i>, 285-300; Myriam Dunn Cavelty, "Cyber-Security," 410-426 in <i>Contemporary Security Studies</i> (Text).</p>
<b>March 9</b>	<p><b>ENVIRONMENTAL AND GENDER SECURITY: NEW WAYS OF THINKING OF SECURITY</b>  Required Reading  Joshua S. Goldstein, <i>War and Gender: How Gender Shapes the War System and Vice Versa</i>. Cambridge: Cambridge University Press, 2001. (Reserve)</p>

	<p>Thomas F. Homer-Dixon, <i>Environment, Scarcity, and Violence</i>. Princeton, N.J.: Princeton University Press, 1999. (Reserve)</p> <p>Sandra Peron, <i>Out Standing in the Field: A Memoire by Canada's First Female Infantry Officer</i>. Toronto, Ontario: Cormorant Books, 2017.</p> <p>Caroline Kennedy and Sophia Dingli, "Gender and Security," 159-172; Jon Barnett and Geoff Dabelko, "Environmental Security," 235-252; <i>Contemporary Security Studies</i> (Text).</p>
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<b>March 16</b>	<p><b>PRESENTATIONS</b></p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>
<b>March 23</b>	<p><b>PRESENTATIONS</b></p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>
<b>March 30</b>	<p><b>PRESENTATIONS</b></p> <p>1) _____</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p>
<b>April 6</b>	<b>APPLICATION OF REALIST THEORY OF CONFLICT- SIMULATION</b>

**ASSIGNMENTS:**

<p><b>Date Due:</b> Feb. 3 <b>Value:</b> 20% <b>Late Penalty:</b> .5 out of 20 mark per day late</p>	<p><b>PROPOSAL:</b> You are to design and submit a proposal of the paper that you must write. A paper copy is <b>due at the beginning of class on February 3 is to be submitted in class</b> This proposal must fulfil all of the following requirements:</p> <ol style="list-style-type: none"> <li>1) Clearly explain the objective of your paper. What are you attempting to accomplish? What is the central <i>research question</i> of the paper? You <b>must</b> express this as a question and <i>not</i> a thesis statement to be tested.</li> <li>2) Explain how you plan to accomplish this goal. What are the major factors that you plan to investigate? What issues will you address? What methodology will you employ? You may wish to provide a preliminary outline of the paper. Explain fully all of your points and do not use point form</li> <li>3) Prepare a preliminary bibliography containing <b>at least</b> 20 journal articles and/or books of acceptable academic quality. If you are uncertain whether a source is acceptable please see the instructor. As a function of presenting a bibliography, you must include the proper bibliographic citation. Any accepted academic style is acceptable as long as it is used correctly and consistently.</li> </ol> <p>Length: It is expected that these proposals will be approximately 3-5 typed pages. However, students should not feel confined by the suggestive length. They may be longer, as long as the three main objectives are fulfilled. Use 1.5-2 line spacing.</p> <p>Topics: Students are to pick a topic that is both relevant to the general parameters of the course and serves their own research agenda. All students must receive approval for their topic selection with the instructor before submitting their proposal.</p>
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<p><b>Due Date:</b> April 6 <b>Value:</b> 50% <b>Late Penalty:</b> 1 mark out of 50 per day late</p>	<p><b>RESEARCH PAPER:</b> Students will be required to write one major research essay on a subject of their own choosing and a paper copy is <b>due at the beginning of class on April 6 to be submitted in class</b>. This paper (30 or more pages) is to provide an analytical study of an aspect of strategic studies.</p> <p>The Research Paper is intended to allow students to examine in detail a research area of their choice. It is expected that the paper will examine an aspect of strategic studies and provide a comprehensive analysis. A good essay goes beyond its sources; it should express your own assessment, informed by the readings and research that you have done. The main point of</p>
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	<p>a research paper is to provide <b>your own critical appraisal</b> of the subject based on the information provided by your readings and research. Quote when it is necessary to provide someone's precise view, but not so often as to disrupt <b>your</b> own analysis. Also, a quotation may illustrate that the person quoted holds a particular opinion, but it hardly proves that the opinion is in fact correct. Logical reasons and specific examples are necessary to support any thesis advanced in your essay. When you do quote directly, or paraphrase, or cite statistics, footnotes/endnotes you <b>MUST show the source</b>. Copying without credit is plagiarism and can result in failure. Your paper <b>must</b> include a bibliography. As a function of presenting a bibliography, you must include the proper bibliographic citation. Any style is acceptable as long as it is used correctly and consistently.</p> <p>Students are encouraged to “think big” when selecting their topic and writing their paper. In previous courses some students have used the paper as the basis for a chapter in their thesis and some have succeeded in subsequently publishing a version of their paper and/or presenting it at conferences. None of this is necessary for the course but simply represents good use of their efforts.</p> <p>Length: The paper must be a <b>minimum of 30 pages</b>.(1.5-2 line spacing)</p>
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<p><b>Due Date:</b> March 23, 30 and April 6 <b>Value:</b> 10%</p>	<p><b>PAPER PRESENTATION:</b> Students will be required to present the findings of their research in a 30-40 minute presentation. It is expected that they will explain the importance of their research; what they found; and the significance of these findings. They will be required to submit a 2-3 page précis (summary) to their classmates <b>one week</b> before they present. They may also assign required readings. (These are to be given to the instructor who will post them on D2L). The purpose of the précis is to allow the student to summarize the core information from their presentation and to share any information such as definitions, abbreviations etc. This will allow the student to better focus on presenting on the main issues of their research. If a student elects to use a PowerPoint presentation, it must be sent to the professor by 11:00 am on the day of the presentation.</p>
<p><b>Due Date:</b> All Term <b>Value:</b> 20%</p>	<p><b>CLASS DISCUSSION:</b> Students are <b>required</b> to complete all assigned readings and be prepared to discuss them in class. Students may be called upon to provide their insights and understandings. But it is expected they will be willing and able to offer their thoughts without prompting. Students should not expect a good grade if they do not fully engage in the discussions each week.</p>

**INSTRUCTOR GUIDELINES**

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

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

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell-phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

**CLASS PREPARATION & DESIRE2LEARN (d2l)**

Lectures focus on the material presented in the textbook and general discussion relating to the topic(s) outlined in the lecture schedule. Students are expected to read the assigned text chapters and readings before class, and be prepared for class discussion. Important information and additional readings are posted on Desire2Learn (d2l). Students should regularly check the Announcements section of Desire2Learn (d2l) for ongoing notices. It is the responsibility of the student to understand all concepts presented in the textbook and lectures. If you need clarification, please take the initiative to ask the instructor during class.

**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](http://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](http://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>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

#### 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.

#### 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>.

#### 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).

#### 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.

#### 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-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

#### 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.

#### 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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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 Tower Rm 116.

**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](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:**

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

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:

Student Wellness Services (Room 370, MacEwan Student Centre):

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

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