



Department of Political Science
Faculty of Arts

Political Science 681-S01:
Advanced Analysis of International Relations
Fall 2021

Instructor: Dr. Kim-Lee Tuxhorn

Instructor's Email: kimlee.tuxhorn@ucalgary.ca. Email is the best way to contact me. I usually respond on the same day if you email me on business days before 5pm.

Office hours: F 10:00-12:00 or by appointment

Delivery Method: In-Person¹

Course Day/Time: F 2:00 - 4:45

Course Location: SS 729

Course website with additional materials: This syllabus and selected book chapters can be found on the course's D2L page <https://d2l.ucalgary.ca/>. All journals can be found online either through the UCalgary Library Portal or on Google Scholar. Please inform the instructor as early as possible if you are unable to source any of the assigned readings.

Course Description

This graduate seminar introduces the field of international relations. The course covers major works, questions, and debates in the field of International Relations. We will focus on the major paradigms in the field, including realism, liberalism, and constructivism. Each week, we will focus

¹The Faculty of Arts, the Department of Political Science and the instructor reserve the right to change the delivery of this seminar from in-person to online if it is determined that the situation warrants such a change.

on only 4 works devoted to a single topic. This represents a light load in terms of a graduate-level course so I expect you to show up in each and every class as well read and properly prepared for class discussion. Class sessions will be conducted in a seminar format, though I will offer occasional, brief lectures to introduce new topics or situate debates.

Course Objectives & Learning Outcomes

The course has three main objectives:

1. familiarize students with the major debates and questions in international relations;
2. professionalize students to skillfully devise and present critiques of scholarly works and to present their own research projects; and
3. guide students to devise their own research projects and successfully complete a full research paper by the end of the semester.

After successfully completing the course, student will obtain the following learning outcomes:

- Experience reading works with various modes of inquiry, including theory generating, theory testing, and interpretative.
- Understand how IR research is done at different levels of analysis.
- Sharpen their theoretical and empirical skills necessary to evaluate published research.
- Practice leading class discussion. Students will be challenged to ask engaging questions and sharpen their listening skills.
- Interpret and assess a wide range of methods commonly found in political science.
- Structure the extant literature in a purposeful and logically consistent manner.
- Develop research designs and conduct hypothesis testing.

Required Technology

Classes will be conducted in person. However, given the rapidly changing nature of the pandemic, students must own, or have access to, a computer with internet connection. Additionally, this class will be using Slack to bolster peer-learning and increase student engagement (see Participation on Slack in the Assignments section for more details). Slack is an online platform designed to assist with workflows, conversing with teams, and project management. Students must download and familiarize themselves with the software before the course begins. If you are new to Slack, please use the following link to learn more about the platform. <https://slack.com/intl/en-ca/resources/using-slack/slack-tutorials>

Course Component Weights and Due Dates

<i>Component</i>	<i>Weighting</i>	<i>Due Date</i>
Attendance and Participation	10%	
Weekly Reading Assignments	15%	
Participation on Slack	10%	
Preparing and Leading Class Discussion	5%	
Research Paper Outline	20%	3 pm on Oct 29
Research Paper	40%	3 pm on Dec 3
Total	100%	

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

Class Schedule

Reading assignments are to be done *before* the class on the assigned dates.²

Week 1 (9/10): Introduction: Primer on political science methods

- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing social inquiry*. Princeton university press. Ch 1. (D2L)
- Mansfield, Edward D., and Jon C. Pevehouse. 2008. "Quantitative approaches." In *The Oxford Handbook of International Relations*. Oxford University Press. (D2L)
- Bennett, Andrew, and Colin Elman. 2008. "Case study methods." In *The Oxford Handbook of International Relations*. Oxford University Press. (D2L)
- Minkoff (2011) (D2L)

Week 2 (9/17): Why the lack of international cooperation?

- Carr, Edward H. 1948. *The Twenty Years' Crisis 1919-1939: An Introduction to the Study of International Relations*. London, Macmillan. Chapters 5-8. (D2L)
- Jervis, Robert. 1978. "Cooperation under the Security Dilemma." *World Politics*, 30 (2): 167-214.
- Waltz, Kenneth. 2010. *Theory of International Politics*. Ch 4-6
- Mearsheimer, John J. 2001. *The Tragedy of Great Power Politics*, Chapters 1-2 (D2L).

Week 3 (9/24): Extensions and Applications of Realism

- Thomas J. Christensen and Jack Snyder. 1990. "Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity." *International Organization* 44 (2): 137-168.

²Class schedule and assigned readings may be subject to change.

- Wohlforth, William. 1999. "The Stability of a Unipolar World." *International Security* 24(1): 5-41.
- Gruber, L., 2001. "Power politics and the free trade bandwagon." *Comparative Political Studies*, 34(7): 703-741.
- Krasner, S.D., 1991. "Global communications and national power: Life on the Pareto frontier." *World Politics*, 43(3): 336-366.

Week 4 (10/1): Why do we observe international cooperation?

- Axelrod, Robert and Robert O. Keohane. 1985. "Achieving Cooperation under Anarchy." *World Politics* 38 (1): 226-254.
- Axelrod, Robert. 1984. *The Evolution of Cooperation*, Basic Books. Select Chapters (D2L).
- Chayes, Abram and Antonia Handler Chayes. 1993. "On Compliance." *International Organization*, 47 (2): 175-205.
- Grieco, Joseph M. 1988. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42 (3): 485-507.

Week 5 (10/8): Extensions and Applications of Institutionalism

- Abbott, K.W. and Snidal, D., 2000. "Hard and soft law in international governance." *International organization*, 54(3): 421-456.
- Kono, D.Y., 2007. "Making anarchy work: International legal institutions and trade cooperation." *The Journal of Politics*, 69(3): 746-759.
- Downs, G.W., Roche, D.M. and Barsoom, P.N., 1998. "Managing the evolution of multilateralism." *International Organization*, 52(2): 397-419.
- Koremenos, B., 2005. "Contracting around international uncertainty." *American Political Science Review*, 99(4): 549-565.

Week 6 (10/15): Rethinking Interests, Norms, Ideas, and Realist Assumptions

- Wendt, Alexander. *Social theory of international politics*. Vol. 67. Cambridge University Press, 1999. (select chapters D2L)
- Checkel, Jeffrey T. 1998. "The Constructivist Turn in International Relations Theory." *World Politics*, 50 (2): 324-348.
- Adler, E. 1997. "Seizing the middle ground: Constructivism in world politics." *European journal of international relations*, 3(3): 319-363.

Week 7 (10/22): Extensions and Applications of Constructivism

- Chwieroth, J.M., 2007. "Testing and measuring the role of ideas: The case of neoliberalism in the International Monetary Fund." *International Studies Quarterly*, 51(1): 5-30.

- Bearce, D.H. and Bondanella, S., 2007. “Intergovernmental organizations, socialization, and member-state interest convergence.” *International Organization*, 61(4): 703-733.”
- Finnemore, Martha and Kathryn Sikkink. 1998. “International Norm Dynamics and Political Change.” *International Organization*, 52 (4): 887-917.
- Towns, A.E., 2012. “Norms and social hierarchies: Understanding international policy diffusion ‘from below’.” *International organization*, 66(2): 179-209.

Week 8 (10/29): Bringing back in domestic politics

- Moravcsik, Andrew . 1997. “Taking Preferences Seriously: A liberal Theory of International Politics.” *International Organization* 51 (4): 513-53.
- Bueno De Mesquita, Bruce and et al. 2005. *The Logic of Political Survival*. Cambridge, MA: MIT Press. Chapter 2 (D2L).
- Frieden, Jeffrey A. 1999. “Actors and Preferences in International Relations.” In *Strategic Choice and International Relations*, edited by David A. Lake and Robert Powell. Princeton, NJ: Princeton University Press.
- Putnam, Robert D. 1988. “Diplomacy and Domestic Politics: The Logic of Two-Level Games,” *International Organization*, 42 (3): 427-60.

Week 9 (11/5): Extensions and Applications of Liberalism

- De Mesquita, B.B. and Smith, A., 2011. *The dictator’s handbook: why bad behavior is almost always good politics*. PublicAffairs. (D2L select chapters)
- Moravcsik, Andrew. 2000. “The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe.” *International Organization*. 54(2)Spring, 217-25
- Milner, Helen V. and Keiko Kubota. 2005. “Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries.” *International Organization*, 59 (1): 107-43.
- Tir, J., 2010. “Territorial diversion: Diversionary theory of war and territorial conflict.” *The Journal of Politics*, 72(2): 413-425.

Week 10 (11/12): Term Break - No Class

Week 11: (11/19) Research Program from Conflict/Security: Is there a democratic peace, and if so, why?

- Russett, B. M. John R. Oneal. 2000. *Triangulating Peace: Democracy, Interdependence, and International Organizations*. Ch 2-3. (D2L)
- Gartzke, Erik. 2007 “The capitalist peace.” *American Journal of Political Science*, 51 (1) (2007): 166-191.
- Layne, Christopher. 1994. “Kant or Cant: The Myth of the Democratic Peace.” *International Security*, 19 (2): 5-49.

- Rosato, S., 2003. "The flawed logic of democratic peace theory." *American political science review*, 97(4): 585-602.

Week 12 (11/26): Research Program from International Organization: Do institutions matter, and if so, how?

- Mearsheimer, John J. 1994/95. "The False Promise of International Institutions." *International Security*, 19 (3): 5-49.
- Russett, B., Oneal, J.R. and Davis, D.R., 1998. "The third leg of the Kantian tripod for peace: International organizations and militarized disputes, 1950-85." *International Organization*, 52(3): 441-467.
- Bearce, David H. 2003. "Grasping the Commercial Institutional Peace," *International Studies Quarterly*, 47 (3): 347-70.
- Hafner-Burton, Emilie M. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." *International Organization*, 59 (3): 593-629.

Week 13: (12/3) Research Program from International Political Economy: What are the causes and consequences of international trade?

- Krasner, Stephen. 1976. "State power and the structure of international trade." *World Politics*, 28 (3): 317-347.
- Mansfield, E.D. and Pevehouse, J.C., 2000. "Trade blocs, trade flows, and international conflict." *International organization*, 54(4): 775-808.
- Kono, D.Y., 2006. "Optimal obfuscation: Democracy and trade policy transparency." *American Political Science Review*, 100(3): 369-384.
- Davis, C.L. and Bermeo, S.B., 2009. "Who files? Developing country participation in GATT/WTO adjudication." *The Journal of Politics*, 71(3): 1033-1049.

Assignments

Weekly Reading Summaries (15%, Due in class the day the readings are discussed)

For every class session, each student must bring in a typed, single-spaced one-page (roughly a few paragraphs) memo for each assigned reading (i.e. four memos for four assigned readings for a given week). This memo will 1) identify research question and summarize the main argument, 2) describe the evidence used to support the argument, 3) discuss how the article relates to other readings in class, 4) write at least three specific questions you as a student have about the readings. Reading questions can range from clarifying questions (e.g. What does the author mean by concept “x”?) to theoretical questions (e.g. What is the theoretical mechanism driving the relationship between economic openness and regime type?) to empirical questions (e.g. Why is the author using a sample of developing states to test her theory?) Summaries must be submitted on D2L by 10 am on the Sunday before class. Reading Summaries will be graded on a Pass/Fail basis. Students are permitted to skip one reading summary before a grade penalty is applied. **Summaries submitted late will NOT be accepted.**

Participation on Slack (10%) Discussion of concepts and applications will be an important part of this course, and thus participation via Slack counts for a sizable portion of your final grade. Students will be assigned to one of three slack teams at the beginning of the semester. Each week students must post at least three (3) reading questions on Slack. These questions can come from your weekly reading summaries or any additional questions you may have considered. In addition to posing your own questions, each week students are required to respond to at least (3) three questions posed by other members on your team. The purpose of posing questions and responding to other members’ questions is to stimulate thinking about the assigned pieces before class. Students must post their questions on Slack by noon (12 pm) on Thursday. I suggest posting your questions on Slack as you read through the papers or right after you have submitted your weekly assignment. Posting questions as early as possible will give your teammates sufficient time to respond to your questions. Students must submit their responses to their team’s questions before class, Friday at 12 pm. Students should be prepared to spend about one to two hours every Thursday asking questions and responding to their team. Posting on Slack will be graded on a Pass/Fail basis. Please use the following link to join our class’s Slack workspace: [POLI 681 Slack link](#)

Attendance and Participation (10%) Students are required to attend and be an active participant in our classroom. I will begin tracking attendance and participation starting the second week of the course. Students who miss more than three classes will not receive any credit for this graded component.

Preparing and Leading Class Discussion (5%) Each week a different Slack team will be responsible for leading a class discussion based on the readings. Students leading discussion are required to email the class a list of discussion questions at least two hours before the start of class. Circulating discussion questions in advance will give other students time to think about the questions and come up with responses. In class, students should briefly introduce the piece by preparing a short verbal summary of the piece to the class, offer critiques/praise, and come up with a short list of general discussion questions for the class. Importantly, developing a list of questions and allocating in-class duties will require team members to coordinate the week before they lead

class discussion. I suggest corresponding with your teammate by email or Zoom a few days before class. For each week, we will allocate about 50 minutes of class time for student-led discussion. I will post a sign-up sheet for selecting readings after the first class. Students will be graded on their preparation, summaries, critiques, and discussion questions.

Research Paper (40%, Due December 3rd, 2021 before 3pm) During the course of the semester we will work toward writing a research paper that meets the standards of an international relations article. The paper will be approximately 25-pages in length (must be paginated, 30 pages maximum) with doubled spacing and 12-point font. Your bibliography, which should be extensive and must include non-internet sources (i.e. books and/or academic articles), does not count towards this page limit. Also, please refrain from using cover pages. Students must upload electronic copies to the D2L Dropbox folder by the due date. Please note that papers received after the 3pm deadline will receive a late penalty.

All papers are required to follow the structure outlined below and must use headings to demonstrate this structure.³

1. **Abstract (1 paragraph)** An abstract is a short, pithy summary of the paper. Typically, abstracts are one paragraph in length, not more than six sentences. The abstract should identify the research question, discuss your argument in brief, mention the results of the case study, and explain why the findings are important. For reference review the abstracts in the assigned readings.
2. **Introduction (1-2 pages)** In one or two pages, tell me briefly 1) what specific research questions you are trying to explain, 2) why the question is important 3) what your unique answer is to the question. At the end of this section, tell me how your paper will be organized (roadmap for the reader).
3. **Literature review (no more than 5 pages)** This is not a bulleted list of prior literature on the same subject. Instead, think big picture, analysis not summary. Categorize the literature (3-5 categories) and group several existing arguments together under these specified categories. This structure makes the literature more manageable for both the reader and the authors. When mentioning a specific category of works be sure to discuss the merits and shortcomings (either empirical and/or theoretical shortcomings). The last paragraph in this section should give an overall assessment of the literature emphasizing the shortcomings. Structuring a literature review in this way will reveal gaps in the literature and will carve out space for your unique argument. As an empirical consideration, be sure that the dependent variable, whether or not explicitly mentioned in the literature, should be the same or very similar to your dependent variable. You can find a helpful sample literature review at <http://www.cgu.edu/pages/931.asp>.
4. **Theory section (4-5 pages)** This will be the most difficult section to write and demand the most creativity on your part. Your theory is essentially your general answer to the research question. In essence, you theory should identify your ‘X’ concept and explain how a change in concept ‘X’ leads to change in ‘Y’. In this section, state your argument clearly and concisely. Please treat the reader like a 5 year-old and layout the logic of your argument in a well structured and thorough way. Be sure to discuss any implicit assumptions in your argument.

³Questions regarding the following terms or paper structure please see Minkoff (2011)

5. **Testable hypotheses (a paragraph plus bullet point for each hypothesis)** In this section you will need to deduce at least one testable hypothesis from your theory. This section should be short, one paragraph per hypothesis should suffice. Be sure to use bullet points when stating the hypothesis. A hypothesis should contain both the dependent variable, independent variable and directionality of the relationship. Again see Minkoff (2011) for an in-depth discussion on writing hypotheses.
6. **Empirical section: case studies (6-10 pages)** For the empirical section, students may use either qualitative or quantitative methods. Typically, case studies are used to test and confirm/disconfirm theories, but for this assignment we will focus on illustrative cases. Illustrative cases are exploratory in nature and give the reader a sense of how your theory ‘works’ in a particular context. To put it another way, illustrative cases are anecdotes showing how a change in ‘x’ causes a change in ‘y.’ They are supposed to be an example of a ‘positive’ case. These cases are not meant to be representative nor are they supposed to help us make generalizable claims about the theory.

Papers must include at least two (2) case studies or use quantitative methods. Case selection is dependent on your theory and research question. In one paragraph introduce the two cases and explain why you chose them. Then spend two pages on each case giving a brief historical background; give me just enough detail so that the case makes sense. Be sure to identify clearly the ‘x’ and ‘y’ variable and give evidence showing that ‘x’ caused ‘y’ in both cases. I expect this section of the paper to cite existing literature on the specific cases.

Students electing to use quantitative methods should consult with the instructor early on in the semester.

7. **Conclusion (1-2 page)** Recap the summary of your argument (do not simply cut and paste from the introduction). Discuss how your theory contributes to the existing literature. Mention how your case study shows the relationship between ‘x’ and ‘y’ in a specific context. In a separate paragraph discuss potential limitations or shortcomings of your argument. For example, does your theory hold only in certain contexts? Then finish by discussing how future research could build on your paper. For instance, you could discuss how you would test your argument using quantitative methods.
8. **Bibliography - You need to fully cite your sources.** You will also need to submit your paper to D2L (this will automatically link to turnitin.com) and provide the associated documentation to me attesting to its originality. This documentation should be turned in along with the hard copy of the paper, but it does not count towards your page limit.
9. **To earn full credit, all submitted assignment must:**
 - Be free of grammar and spelling mistakes
 - Be titled
 - Use 12-point font
 - Be double-spaced
 - Be formatted with one-inch margins
 - Be paginated
 - Be stapled

Research Paper Outline (20%, Due October 29th before 3pm) Students must submit a paper outline prior to writing the final research paper. The outline is designed to help students keep up with their projects, and creates an opportunity for students to receive instructor feedback at an early stage. We will discuss the outline in more detail during the course. All outlines must include the following components:

1. Identify your research question related to one of the reading topics covered in the syllabus.
2. Motivate the Question: explain why the question is of interest.
3. Prior literature: Discuss the existing literature on the subject. Be sure to organize the authors and the related arguments together. Conclude this section by explaining where prior literature has come up short. This is where you will ‘carve out’ space for your argument. Be sure to cite properly and clearly identify authors and their arguments.
4. Give me a brief introduction to your argument. What is the main thrust of it? Why is it different from the prior literature?
5. Provide a rough sketch of your research design
6. Include a formal bibliography.
7. Not counting the bibliography, the outline should be roughly 7-10 pages in length.
8. Make sure the papers are paginated, double-spaced, and 12 pt font.

Grading

1. The following is the general guidelines on the percentage breakdowns for determining your final letter grade in the course: 100-95 A+, 94-90 A, 89-85 A-, 84-80 B+, 79-75 B, 74-70 B-, 69-65 C+, 64-60 C, 59-55 C-, 54-53 D+, 52-50 D, 49 and lower F. There are no extra credit assignments available in the course. Your final grade will be solely based on the assignments/components laid out above.

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>.

Late Penalties Late reading assignments will not be accepted. Late research papers and research paper outlines will be marked down one letter grade for each day late.

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 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.

Important Departmental, Faculty and University 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 <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 the 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 the 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 Enrollment 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 Enrollment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisals: The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item’s return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-2.html> for additional information.

The University Calendar states that for reappraisal of academic assessments (final grades):

“In the reappraisal of a final grade, the only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-3.html>.

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://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf>

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.

Policy on Recording Lectures: Except for accommodation purposes, students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor.

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

Faculty of Arts Program Advising and Student Information Resources: For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit <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, 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/>