

# REVISED SYLLABUS – APPLICABLE FROM MARCH 16 ONWARD

The University of Calgary  
Department of Political Science  
Faculty of Arts

**International Relations 501 (01): Winter 2020**  
**ADVANCED SEMINAR IN INTERNATIONAL RELATIONS:**  
**CANADIAN-AMERICAN RELATIONS**

Prerequisites: International Relations 301 and third or fourth year, admission to the International Relations program, and completion of at least 60 units (10.0 full-course equivalents)

**Class day, time, and location:** Thursdays, 12:30 - 3:15 p.m., CHE 202: **AS OF MARCH 16, EVERYTHING IS ON-LINE**

**Instructor:** Brad Rennie

**E-mail:** [brennie@ucalgary.ca](mailto:brennie@ucalgary.ca)

**Office:** Social Sciences 721

**Office hours:** **AS OF MARCH 16, MEETINGS/APPOINTMENTS WILL NO LONGER BE FACE-TO-FACE. INSTEAD, YOU CAN EMAIL ME ANY TIME/DAY, AND I'LL GET BACK TO YOU QUICKLY, USUALLY IN A FEW HOURS. ALTERNATIVELY, YOU CAN PHONE ME AT 403-282-1337, SEVEN DAYS A WEEK.**

**Course description:**

This course will apply the concept of “governance” to Canada and the United States; specifically, it will analyze the multifaceted means by which complex issues related to trade, defence, security, culture, and the environment (among others) are addressed between governments, societies, groups, regions, and individuals of the two countries and between those two countries and the international community. These means of governance involve institutions as well as formal and informal agreements, mechanisms, protocols, regimes, and norms; they also involve state and non-state actors such as bureaucracies, interest/lobby groups, corporations, and other participants. The course will begin with a brief look at the history of Canada-U.S. relations, but will focus on recent years and the present. A key component of the course will be applying major international relations theories/approaches to various facets of the Canada-U.S. relationship. Class time will centre around discussions, group exercises, student presentations, and occasional short lectures by the instructor.

**Course objectives and learning outcomes:**

- Gain a solid understanding of Canada-U.S. relations in regard to governance
- Think critically about specific issues related to that concept
- Discuss those issues in class

- Deliver a thoughtful, well-informed oral presentation on a relevant topic
- Write a well-researched, well-argued, well-crafted research paper on a topic provided or approved by the instructor
- Apply theoretical perspectives to Canada-U.S. relations.
- Write a take-home exam that effectively synthesizes course themes and topics

### **Required readings:**

- Elizabeth G. Matthews and Rhonda L. Callaway, *International Relations Theory: A Primer*, Second Edition (2020)
- Online readings (available free through the library and on the web -- see schedule below)

### **Grading:**

Class participation	20%	
Oral presentation	25%	
Research paper	30%	Due <b>March 26</b>
Take-home exam	25%	Distributed <b>April 9 -- due April 13 at 4:00 p.m.</b>

Both the research paper and the take-home exam must be submitted BOTH in hardcopy form and electronic form (sent to my e-mail address): the paper copy of the research paper must be submitted in class; the paper copy of the take-home exam must be given to me personally in my office (Social Sciences 721). **AS OF MARCH 16, EVERYTHING WILL BE SUBMITTED ON-LINE ONLY (SENT TO MY E-MAIL ADDRESS AND THE D2L DROP BOX).**

### **D2L:**

Students must regularly check D2L (<http://d2l.ucalgary.ca>) for important messages. It is crucial that you do this!

### **Evaluation:**

A percentage mark will be given for each component of the course. At the end of the semester, the instructor will calculate a final mark and determine a letter grade for the course based on the following scale:

A+	95-100
A	90-94
A-	85-89
B+	80-84
B	75-79
B-	70-74
C+	66-69
C	62-65

C- 58-61  
D+ 54-57  
D 50-53  
F 0-49

The class participation mark will be based on the frequency and quality of contributions to class discussions and group exercises. The instructor will use notes he makes about each student's participation each class to determine a final mark for class participation. **FROM MARCH 16 ONWARD, PARTICIPATION WILL BE BASED ON (RELATIVELY SHORT) WRITTEN RESPONSES TO QUESTIONS ON ASSIGNED READINGS AND OTHER COURSE MATERIAL. INSTRUCTIONS FOR THESE RESPONSES WILL BE SENT OUT EACH THURSDAY. YOU WILL EMAIL YOUR RESPONSES TO MY E-MAIL ADDRESS AND SEND THEM TO THE D2L DROP BOX BY A STIPULATED TIME/DAY. BESIDES EARNING YOU PARTICIPATION MARKS, WRITING YOUR RESPONSES WILL HELP YOU ENGAGE WITH THE READINGS AND, MORE GENERALLY, THE COURSE THEMES. IN OTHER WORDS, YOUR RESPONSES WILL SUBSTITUTE FOR THE DISCUSSIONS AND GROUP WORK WE PREVIOUSLY DID IN CLASS AND IN SO DOING SHOULD HELP YOU ON YOUR TAKE-HOME EXAM.**

Writing quality matters for the research paper! Although this is not an English composition course, you can't separate writing quality from clarity of expression. If some of your phrases and sentences are ungrammatical, awkward, or vague, your intended meaning will sometimes be difficult to discern and some of your detail will be poorly articulated or developed. On the other hand, writing well forces you to fully develop and organize your ideas. So, in a nutshell, writing quality will affect your mark!

For the take-home exam, I'll be more lenient about writing, since it is an exam and not a paper per se, but if some of your points are unclear or ambiguous your mark will be adversely affected.

Help with writing can be obtained from the Student Success Centre at:

[https://www.ucalgary.ca/ssc/writing\\_support/overview](https://www.ucalgary.ca/ssc/writing_support/overview)

### **Attendance:**

This course is a seminar, NOT a readings course. Much of the learning, analysis, and application of course readings will occur in class discussions and group exercises. So, if you miss classes, you

will be at a huge disadvantage in writing the take-home exam. Moreover, you will not earn any participation marks if you are not in class. **STARTING THE WEEK OF MARCH 16, THERE WILL BE NO CLASSES FOR THIS COURSE. EVERYTHING WILL BE DONE ON-LINE.**

**Schedule** (subject to change if absolutely necessary):

### **JANUARY 16**

Introduction to the course. What is governance in international relations? Assigning topics for presentations.

### **JANUARY 23**

The historical context of Canada-U.S. relations: 1774-1903. The two countries' political institutions and constitutions. The development of bilateral relations and trade.

#### **Reading:**

- John Herd Thompson and Stephen Randall, *Canada and the United States: Ambivalent Allies* (2008), Fourth Edition, pp. 1-70. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3038866&query=>

### **JANUARY 30**

Historical context, 1903-1947: Bilateral agreements and institutions. Cross-border and other irritants. Defence collaboration and continental integration.

#### **Reading:**

- Thompson and Randall, pp. 71-170. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3038866&query=>

### **FEBRUARY 6**

1948-1984: Co-operation and tensions in the Cold War. Canadian fears about American influence. Shifts in political culture. Conflicts over economic policy.

#### **Reading:**

- Thompson and Randall, pp. 171-260. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3038866&query=>

### **FEBRUARY 13**

From 1984 into the new millennium. NATO, war, and free trade.

#### **Readings:**

- Thompson and Randall, pp. 261-301. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3038866&query=>
- M. Angeles Villarreal and Ian F. Fergusson, “NAFTA at 20: Overview and Trade Effects” [https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2040&context=key\\_workplace](https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2040&context=key_workplace)

## FEBRUARY 27

NAFTA and the USMCA

### Readings:

- Natalie Sears, “NAFTA Chapter 11: Are the Dispute Resolution Procedures Worth the Investment?” [https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1640785554?accountid=9838&rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1640785554?accountid=9838&rfr_id=info%3Axri%2Fsid%3Aprimo)
- Mary E. Burfisher, Frederic Lambert and Troy Matheson, *NAFTA to USMCA: What is Gained?* <https://go-gale-com.ezproxy.lib.ucalgary.ca/ps/i.do?id=GALE%7CA592039313&v=2.1&u=ucalgary&it=r&p=AONE&sw=w>
- Silvia Merler, “The United States-Mexico-Canada free trade agreement (USMCA)” <http://bruegel.org/2018/10/the-united-states-mexico-canada-free-trade-agreement-usmca/>

## MARCH 5

9/11, border-security agreements and arrangements, and the security perimeter.

### Readings:

- Matthews and Callaway, *International Relations Theory*, pp. 1-32
- Alexander Moens and Nachum Gabler, *Measuring the Costs of the Canada-U.S. Border*, pp. 1-25 <https://www.fraserinstitute.org/sites/default/files/measuring-the-costs-of-the-canada-us-border.pdf>
- Matthew K. Grashoff, "Building Fences Together: The EU's Lessons for the U.S.-Canada Perimeter Security Plan" <http://go.galegroup.com.ezproxy.lib.ucalgary.ca/ps/i.do?id=GALE%7CA348979263&v=2.1&u=ucalgary&it=r&p=AONE&sw=w>
- Brian Bow, “The Border/Perimeter Security Agenda in the Age of Trump: A Coping Strategy for Canada” [https://www.cgai.ca/the\\_border\\_perimeter\\_security\\_agenda\\_in\\_the\\_age\\_of\\_trump](https://www.cgai.ca/the_border_perimeter_security_agenda_in_the_age_of_trump)

## MARCH 12

Mad-cow disease and its management, softwood-lumber and fishing disputes and treaties and the Pacific Salmon Commission.

**Readings:**

- Matthews and Callaway, *International Relations Theory*, pp. 35-78
- Gilbert Gagne and Michel Panlin, "The Softwood Lumber Dispute and U.S. Allegations of Improper NAFTA Panel Review" <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/02722011.2013.819585?scroll=top&needAccess=true>
- Owen Temby et al., "Interagency Trust and Communication in the Transboundary Governance of Pacific Salmon Fisheries" <https://onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/full/10.1111/ropr.12108>

**MARCH 19**

Defence agreements and collaboration.

**Readings:**

- Matthews and Callaway, *International Relations Theory*, pp. 81-129
- Report of the Standing Committee on National Defence, *The Canada-U.S. Relationship: Perspectives on Defence, Security, and Trade*, May 2017  
[https://www.ourcommons.ca/Content/Committee/421/NDDN/Reports/RP8977649/nddnr\\_p05/nddnrp05-e.pdf](https://www.ourcommons.ca/Content/Committee/421/NDDN/Reports/RP8977649/nddnr_p05/nddnrp05-e.pdf)
- Justin Massie, "Why Canada Goes to War: Explaining Combat Participation in U.S.-Led Coalitions" <https://www-cambridge-org.ezproxy.lib.ualgary.ca/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/article/why-canada-goes-to-war-explaining-combat-participation-in-us-led-coalitions/BA9541235316286490F8D872C23BF561/core-reader>

**MARCH 26: Research paper due**

NORAD and continental defence.

**Readings:**

- Matthews and Callaway, *International Relations Theory*, pp. 133-79
- Matthew Trudgen, "The key to the Canada–United States relationship: homeland and continental defence in American strategic culture"  
<https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/11926422.2015.1083871>
- Canadian Global Affairs Institute: Dr. Andrea Charron and Dr. James Fergusson, "Beyond NORAD and Modernization to North American Defence Evolution"  
[http://www.cgai.ca/beyond\\_norad\\_and\\_modernization\\_to\\_north\\_american\\_defence\\_evolution](http://www.cgai.ca/beyond_norad_and_modernization_to_north_american_defence_evolution)

**APRIL 2**

Arctic institutions and protocols.

**Readings:**

- Matthews and Callaway, *International Relations Theory*, pp. 182-225
- Jeffrey R. Parkey, "Assessing Institutional Alternatives for Future Northwest Passage Governance" <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02722011.2012.679148?scroll=top&needAccess=true>
- Carolyn C. James and Patrick James, "Canada, the United States and Arctic Sovereignty: Architecture Without Building?" <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02722011.2014.914048?scroll=top&needAccess=true>

**April 9: Take-home exam posted – due April 13 at 4:00 p.m.**

Environmental links, initiatives, and agencies. American protectionism and Buy American. A new era of Canada-U.S. governance?

**Readings:**

- Laura Stroup et al, "Envisioning a Green Energy Future in Canada and the United States: Constructing a Sustainable Future in the Context of New Regionalisms?" <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02722011.2015.1085068?scroll=top&needAccess=true>
- Murray Clamen and Daniel MacFarlane, "The International Joint Commission, Water Levels, and Transboundary Governance in the Great Lakes" <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/ropr.12107>
- Alexander Moens and Amos Vivancos Leon, "Mandatory Country of Origin Labeling: The Case for a Harmonized Canada-U.S. Beef and Pork Regulatory Regime" [https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1037377270?accountid=9838&rfr\\_id=info%3Axi%2Fsid%3Aprimo](https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1037377270?accountid=9838&rfr_id=info%3Axi%2Fsid%3Aprimo)

**Oral presentation:**

At least one presentation will be made every class, and each presentation will take 15-25 minutes and will be on a different topic. **The topics will be assigned to students on the first day of classes**, and the presentation must be based on at least five scholarly sources (books and/or articles). Before beginning research for the presentation, students must consult with the instructor to obtain guidance as to approach, content, and scope. At the time of their presentation, students must provide the instructor with a written list of their sources. To help other students prepare for the exam, each student must submit, within a day of her/his presentation, an electronic slide version (WITHOUT IMAGES) of her/his presentation for the instructor to post in D2L. NOTE: ONCE YOU'VE SIGNED UP TO GIVE AN ORAL PRESENTATION, YOU ABSOLUTELY MUST DELIVER IT ON THE DAY INDICATED ON

THE SIGN-UP SHEET. FAILURE TO DO SO, BARRING A SERIOUS AND LEGITIMATE EXCUSE, WILL RESULT IN A MARK OF ZERO FOR THE PRESENTATION.

STUDENTS WHO HAVE NOT GIVEN THEIR PRESENTATIONS BEFORE MARCH 16 HAVE ALREADY BEEN SENT INSTRUCTIONS ON HOW TO PREPARE/PROCEED. THEY WILL E-MAIL ME A SET OF SLIDES WITH IMAGES, A SET OF SLIDES WITHOUT IMAGES, AND A SET OF SPEAKER'S NOTES. I WILL POST THE SPEAKER'S NOTES AND PROBABLY ALSO THE SLIDES WITHOUT IMAGES FOR THE OTHER STUDENTS' BENEFIT.

**Take-home exam:**

The exam will cover everything done in the course from the beginning of the semester to the end, that is, all the readings, the instructor's lectures, the class discussions and group exercises, and the students' oral presentations. **YOUR WRITTEN RESPONSES TO READINGS/MATERIAL AFTER MARCH 16 MAY ALSO HELP YOU WITH YOUR TAKE-HOME EXAM ANSWERS.**

**Research Paper:**

*What is required?* The research paper must be at least eight pages of double-spaced text (approximately 2000 words), must be based on at least six sources, and must be properly documented with footnotes or endnotes that include the specific/actual page numbers you got your ideas/information/quotes from. Thus, your footnotes/endnotes should each have page numbers like 35 or 42-3; THEY MUST NEVER include all the pages of a journal article (eg 3-19) or any broad range of pages (eg 59-106). Information about and examples of (Chicago style 1) footnote/endnote entries can be found at this site:

<https://ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/chicago-style-documenting-sources-final.pdf>

*What kind of sources must I use?* Your sources should consist entirely or mainly of scholarly books and/or articles and possibly government websites. Do not use encyclopedias, especially Wikipedia, and do not use blogs or other non-credible websites. For some topics, you may need to consult credible media stories, but see the instructor before doing so.



*When do I document sources?* General information (about well-known events and dates, for example) that can be found in most scholarly writing on a subject does not require a footnote or an endnote. However, the sources of more specific information and scholars' interpretations or original ideas, as well as direct quotations, must be acknowledged in footnotes or endnotes. Your paper should have at least 15 endnotes or footnotes.

*What approach must I take?* The paper should not be merely descriptive; nor should it provide needless detail or trivia. Rather, it should be analytical and should generally make an argument. The argument should be briefly stated in the introductory paragraph and supported throughout the body of the essay. Your concluding paragraph should summarize how the paper's main points substantiate the paper's argument.

*How many quotations do I need?* Students should avoid using too many quotations; quotes should be used sparingly and only when an author of a source or a person you are writing about said or wrote something in a particularly poignant or interesting way. Plain statements and matter-of-fact information should always be paraphrased in your own words.

*How do I use long and short quotations?* Short quotations (up to two sentences) should be incorporated into the text with quotation marks. Longer quotations should be single spaced and offset with margins on the left-hand side (or on both sides). Such longer quotes must not be enclosed with quotation marks.

*How do I use quotes properly and effectively?* The significance of your quotations should be apparent to the reader, and it is often good to tell the reader who you are quoting, especially if the person is an important person for your topic or a scholar expressing an opinion. All quotations must be smoothly integrated into your narrative in a grammatically correct way. Here are three ways to make quotes fit grammatically into a sentence:

1. Paraphrase part of the quote you wish to cite.
2. Remove some words from the quote, but indicate where the missing words are with ellipses (...).
3. Add a word or words to your quote, but enclose what you added with square brackets.

*Where do I place punctuation, quote marks, and note numbers?* Periods, commas, and question marks should be placed inside quote marks, and punctuation and quote marks must be placed inside footnote or endnote numbers. For example: President Lyndon Johnson asked Canadian Prime Minister Lester B. Pearson, "Now, what can I do for you?"<sup>4</sup>

*Where do I go for help?* I am willing to assist students with their essays at any stage of the process. I am even willing to look at outlines or rough drafts of papers if they are given to me before the due date.

*What about academic offences?* Cheating and plagiarism are treated seriously at the university and can result in severe penalties, including a reduction of grade or a failed grade for the assignment or the course. Students should consult the Calendar about academic offences; ignorance is not an

acceptable excuse for committing an offence. Some of the more common forms of plagiarism include:

- Submitting a paper written by someone else.
- Submitting a paper someone else helped to write.
- Submitting a paper written partly or entirely for another course.
- Failing to adequately document the sources for a paper.
- Providing a false reference for a source.
- Relying exclusively or heavily on one source or on very few sources.
- Copying large portions of an author's work – phrases, sentences, and/or paragraphs – and linking them with a few original words or sentences. Such cut-and-paste writing is considered plagiarism, even if quote marks are used and the sources are noted with footnotes or endnotes. Students must paraphrase most of the information and ideas from their sources in their own words.

*What topics can I write on?* The following are suggested essay topics. Some are very broad and may need to be narrowed down in scope or time frame. If you wish to write on a topic not listed below, you must first consult with the instructor. Failure to do so will result in a penalty, perhaps a failed grade. Also, **the topic of your research paper must be unrelated to that of your oral presentation.**

1. Analyze the work of the International Joint Commission in a certain time period. (See the instructor before proceeding.)
2. Analyze the Canadian and American contributions to the formation and early work of the U.N.
3. Analyze the Canadian and American contributions to the formation and early work of NATO.
4. Examine a fairly recent Canada-U.S. fishing dispute and its institutional resolution. (See the instructor before proceeding.)
5. Explain why the Permanent Joint Board on Defence was created, and discuss its structure and work.
6. Examine Canadian-American continental defence during the Cold War. (See the instructor before proceeding.)

7. Discuss and evaluate the effectiveness the Great Lakes Water Quality Agreement.
8. Discuss and evaluate the effectiveness of the Canada-United States Air Quality Agreement.
9. Discuss and assess the effectiveness of the Pacific Salmon Commission.
10. Analyze the Western Climate Initiative or some other cross-border environmental institution/protocol.
11. Critically analyze the dispute resolution mechanisms of NAFTA.
12. Discuss and compare NAFTA and the UCMCA and answer the following: Did the Canadian side adequately protect Canadian interests in negotiating the UCMCA?
13. Analyze the softwood lumber dispute and the agreements that have been made to address it. (See the instructor before proceeding.)
14. Analyze border security measures since 9/11. (See the instructor before proceeding.)
15. Analyze NORAD in the last decade or so in light of the work and mandate of USNORTHCOM. (See the instructor before proceeding.)
16. Analyze Canadian and American contributions to NATO-led military campaigns. (See the instructor before proceeding.)
17. Analyze Canada-U.S. agreements/work on cybersecurity.
18. Critically analyze the Canadian and U.S. positions on the North-West Passage and offer an institutional solution for the disagreement.
19. Discuss and compare Canada's and the U.S.'s roles in, and goals for, the Arctic Council. (See the instructor before proceeding.)
20. Discuss the role of interest groups in Canada-U.S. environmental relations.
21. Are national governments becoming less of a factor in Canada-U.S. relations, and, if so, why is this the case? (See the instructor before proceeding.)
22. Apply any one major international relations theory outlined in your Matthews and Callaway book to a specific issue in Canada-U.S. relations. (See the instructor before proceeding.)

**Late policy:**

Up to four percent will be deducted for each day the paper is late without legitimate excuse.

Students should keep a second copy of their paper to protect them against loss. Up to four percent will be deducted for each *hour* the take-home exam is late without legitimate excuse.

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## **INTR 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 Room 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>

and the Campus Mental Health Strategy website:

<https://www.ucalgary.ca/mentalhealth>

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