



DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

*POLI 310 Lecture 2, Fall & Winter 2019-2020*  
*History of Political Thought*

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COURSE DAY/TIME: Thursdays 5:00 – 7:45 p.m.  
COURSE LOCATION: KNB 126

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COURSE DESCRIPTION:

This course is an introduction to the sub-field of political science called political theory. Political theory is concerned not only with questions of fact but also with normative questions – questions of value, of right and wrong, good and bad – which are subject to fierce disagreement. The history of political theory is consequently the history of these disagreements as they relate to the basic problems of political life. This history is alive: the problems that occupied the first political philosophers and political scientists still occupy us today.

This course will focus on those parts of the history of political thought that have been foundational for Western (principally European) political history and our contemporary Western society. We will begin in the fall term with the emergence of political philosophy in ancient Greece, which established the possibility of acquiring true and universal knowledge of political matters without divine assistance. In the winter term, we will then follow the story of this way of political thinking as it was contested by the other major strands of Western political thought, including Christian theology and modern political philosophy, which repudiated both classical Greek and Christian forms of political thought. In addition to works of political philosophy, we will study a few works of poetry and religion, since each of these forms of political thought have at times dominated Western political thinking and remain the basic alternatives to political science.

For each of these great movements in the history of political thought, we will consider in detail their basic questions, concepts, and political prescriptions, as exemplified by a few books widely considered to be the greatest works of Western political thought. The problem of justice will be the major theme for this course because it is essential to ancient Greek political philosophy and as

a result central to the subsequent history of Western political thought. We will consider the relation of justice to other questions, such as: what is virtue and what are its political forms? Should politics aim for human fulfillment? What is the best regime, what are its principles, and how is it organized? What are the limits of political knowledge? What are the proper aims of a political actor? Should morality inform political decisions? How should political freedom and order be balanced? How do rights confer political obligations? What are the causes of inequality? In surveying both the continuity and at times radical disagreement on these questions that constitutes the history of political thought, we will uncover the antagonism that makes this history both lively and relevant to our contemporary political life.

#### COURSE OBJECTIVES & LEARNING OUTCOMES:

The overall objective of this course is to familiarize students with the basic problems of political life through selected great works by exemplary thinkers from Western history. This knowledge is not merely factual but engages higher cognitive abilities that are the object of four learning outcomes. These outcomes will be achieved through careful reading, lecture and in-class discussion, and written assignments and examinations.

- 1) **Informational:** Students will be able to define the major problems, concepts, and political prescriptions of each thinker. Students will also be able to identify how each thinker responded to their contemporary political situation and intellectual predecessors.
- 2) **Analytical:** Students will be able to analyze the major arguments of each thinker, identifying their key assumptions, principles, and implications, and then apply these arguments to contemporary political issues.
- 3) **Synthetic:** Students will be able to explain the relationship between the various concepts and arguments found in the work of each thinker, and how they contribute to the overall purposes of that thinker. Students will also be able to compare the fundamental alternatives to the basic political problems.
- 4) **Evaluative:** Using the principles and concepts proposed by each thinker, students will be able to evaluate the arguments and political prescriptions of the other thinkers and some dimensions of our contemporary political life.

#### REQUIRED TEXTBOOKS:

The following required books are available at the University of Calgary Bookstore:

- 1) Aristophanes and Plato. *Four Texts on Socrates*. Translated by Thomas and Grace West. Ithaca, NY: Cornell University Press (1998).
- 2) Plato. *Republic*. 3<sup>rd</sup> edition. Translated by Allan Bloom. New York: Basic Books (1991).
- 3) Machiavelli, Niccolò. *The Prince*. 2<sup>nd</sup> edition. Translated by Harvey C. Mansfield. Chicago: University of Chicago Press (1998).
- 4) Shakespeare, William. *The Oxford Shakespeare: Julius Caesar*. Edited by Arthur Humphreys. Oxford: Oxford University Press (2009).
- 5) Hobbes, Thomas. *Leviathan*. Edited by Edwin Curley. Indianapolis: Hackett Publishing Co (1994).
- 6) Rousseau, Jean-Jacques. *First and Second Discourses*. Translated by Roger and Judith Masters. Boston: Bedford/St. Martin's (1970).

Since we are only reading a small selection from the following book, students may use an eBook that is available through the University of Calgary Library:

- 7) Saint Augustine. *The City of God Against the Pagans*. Translated by Gerald G. Walsh and Daniel J. Honan. Series: Fathers of the church v. 24. Washington, D.C.: The Catholic University of America Press (1954). Permalink: [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA51649575720004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51649575720004336)
  - Students interested in owning a print copy of *The City of God* are encouraged to purchase the Penguin Classics edition (translated by Henry Bettinson; any edition of this translation will suffice).

In the first week of the winter term, a small selection of readings from the Bible are optional. The following online edition is recommended:

- 8) *Bible, King James Version*. Edited by Benjamin Blayney. Oxford: Oxford University (1769). Available online: [https://en.wikisource.org/wiki/Bible\\_\(King\\_James\)](https://en.wikisource.org/wiki/Bible_(King_James))
  - Students interested in owning a print copy are encouraged to purchase any edition of either the King James Version or the English Standard Version (the most recent literal translation) translations.

#### **Note on Translations:**

These specific editions were selected for their quality of translation, accessible English, and useful scholarly apparatus (e.g., scholarly notes, glossaries, indices). In order to achieve consistency of interpretation and page references (we will frequently refer to the books in class), students are strongly encouraged to use these editions. Nevertheless, good alternative translations are available from Hackett Publishing, Oxford World's Classics, and Penguin Classics.

#### **Note on Secondary Sources:**

The assigned readings are primary texts, and for each there exists an extensive scholarly secondary literature – of varying quality – that interprets them. Since a major objective of this course is to establish a basic understanding of the primary texts, the use of secondary literature can be counterproductive, particularly when students rely on such literature rather than think through the primary texts themselves. Students are therefore discouraged from using secondary literature in their assignments.

Nevertheless, since the primary texts are difficult, students may wish to improve their comprehension of those texts by supplementing the lectures and assigned readings with additional summary and analysis. Students are first encouraged to read the introductions to the assigned books, all of which have been written by a leading scholar in the field. In order to preclude the use of online secondary sources, which are generally of poor quality, three introductory textbooks (which include essays on most of the thinkers covered in this course) have been placed on reserve at the Taylor Family Digital Library:

- 1) Strauss, Leo and Cropsey, Joseph, eds. *History of Political Philosophy*. 3<sup>rd</sup> edition. Chicago: University of Chicago Press (1987).
- 2) Wolin, Sheldon S. *Politics and Vision: continuity and innovation in Western political thought*. Boston: Little, Brown (1960).
- 3) Klosko, George, ed. *The Oxford Handbook of the History of Political Philosophy*. Oxford: Oxford University Press (2011).

## COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Thought Papers (10)	25%	October 17 <sup>th</sup> (papers 1-3) December 5 <sup>th</sup> (papers 4-6) March 5 <sup>th</sup> (papers 7-8) April 9 <sup>th</sup> (papers 9-10)
Mid-term Exam	20%	TBA December Exam Period
Course Essay	25%	March 19 <sup>th</sup>
Final Exam	30%	TBA April Exam Period
<b>Total</b>	<b>100%</b>	

## WEEKLY ATTENDANCE AND PREPARATION:

Lectures focus on the weekly readings as assigned in the course schedule (below). Lectures will provide additional context for each of the thinkers studied, as well as their interrelation, a framework for interpreting the readings, close analysis of key concepts and arguments, and the application of these concepts to our contemporary political life. There will also be in-class discussion each week. Students should plan to attend every lecture, as their success in the course will depend on it.

Students are expected to read the assigned readings **before class**, guided by a study question provided in the previous week's lecture, and come prepared for class discussion. **Students should expect to spend 3-5 hours per week on course readings and assignments.**

The assigned books must be read slowly and carefully for full comprehension. Underline, make notes, and write down questions as you read. Think about the material as you read, drawing on your own experience and knowledge: what is the purpose of the given argument? Why does it proceed in the way it does? Are there alternative ways to argue the case? Why does the author or speaker choose this particular way? Why does he choose these particular examples? Are all the steps in the argument cogent, or are some debateable? What assumptions are made? What are the implications for later arguments? Is this argument applicable to our contemporary politics in Canada or elsewhere? How have other authors whose works we are reading approached this problem?

We are reading the work of some of the greatest thinkers in West history – these books are robust and rich enough to reward sustained questioning. Do not assume that the full intentions of the author are immediately self-evident. Do not assume that the author has made simple errors or failed to anticipate obvious objections. Reading these books will challenge some of your fundamental assumptions about politics, and will exercise and develop your capacity for independent thought.

*Your instructor may not necessarily cover all of the materials in the assigned readings, but it is the responsibility of the student to understand the concepts presented in those books and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor during class.*

**ASSESSMENT:**

Written assignments are often required in Political Science courses, including this one, and the quality of writing, including but not limited to such elements as grammar, syntax, clarity of style and vocabulary, quotation and 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>.

All the assignments and exams in this course must be written in essay format and should therefore include a clear thesis statement and be clearly organized. Rubrics for the thought papers and course essay will be posted on the course site in Desire2Learn (D2L). Grades for each assignment and exam essay will be holistic, considering the criteria indicated in the relevant rubric. The teaching assistant and instructor will share responsibility for grading of each component of the course assessment (thought papers, course essay, and exams).

Students are invited to speak with either the teaching assistant or instructor should they have questions about any of the assignments.

**ASSIGNMENTS AND EXAMINATIONS:**

- 1) **Study questions:** Each week, students will be given a study question that will ask them to think through a problem in the reading assigned for the upcoming week. Students should prepare an answer to the question and be prepared to discuss it in class the following week. Study questions will be announced in class and posted on the course site in D2L.
- 2) **Thought papers (25% or 2.5% per paper): Four deadlines.** Over the entire year, students are required to complete **ten** thought papers, submitting a required number within each quarter of the course. Each paper must be 1-2 pages in length (see **Formatting**, below). Papers shorter than 1 page or longer than 2 pages will be penalized. Students choose which topics to write on, but each thought paper must address a different topic, and students may not submit more than one thought paper on a topic from the same week. Topics will be announced in class and posted on D2L each week. **Secondary sources are not permitted** (see **Note on Secondary Sources**, above).

There are **four deadlines** (one per quarter) to submit a required number of thought papers, but **students are encouraged to complete and submit thought papers regularly**. Thought papers on topics from weeks outside that quarter will not be accepted.

- i. **October 17<sup>th</sup> (7.5%):** last day to receive **three** thought papers, on topics chosen from weeks 1-6.
- ii. **December 5<sup>th</sup> (7.5%):** last day to receive **three** thought papers, on topics chosen from weeks 7-12.
- iii. **March 5<sup>th</sup> (5%):** last day to receive **two** thought papers, on topics chosen from weeks 14-19.

- iv. **April 9<sup>th</sup> (5%):** last day to receive **two** thought papers, on topics chosen from weeks 20-24.

**Replacement papers:** students who wish to improve their grade on thought papers may submit **up to two** additional thought papers over the course of the entire year. Replacement papers must address a new topic – one that the student hasn't written on (the topic may be chosen from any week). Students may make a submission to the "Replacement Papers" assignment in D2L. **Replacement papers must be received by April 9<sup>th</sup>.** Should a student submit more than two replacement papers, only the first two received will be graded and counted as replacements. Replacement papers will be graded as usual and may receive a lower grade than previously submitted thought papers. **Only a student's top 10 grades for thought papers will count towards their total grade for this component.**

- 3) **Mid-term exam (20%): Held in December exam period (December 9<sup>th</sup> – 19<sup>th</sup>, 2019, scheduled by the Office of the Registrar** – travel plans should not be made until the Registrar has posted the exam schedule). In two hours, students must write four essays responding to four prompt questions, based on fall-term lectures and assigned readings. A study guide will be distributed in class and on D2L at least two weeks prior to the exam. **This is a closed-book exam.**
- 4) **Course essay (25%): Due March 19<sup>th</sup>.** Students must write an 8-10 page essay in response to an assigned question or a topic of their own devising. Potential essay questions will be distributed in January. Essays shorter than 8 pages or longer than 10 pages will be penalized. Essays must adhere to formatting requirements (see **Formatting**, below). Also see **Secondary Sources**, above.
- **Early feedback for course essays:** review and revision is essential for excellent writing. Students who wish to receive early feedback may submit a draft of their course essay at least two weeks in advance of final deadline (i.e., by **March 5<sup>th</sup>**). Essays will be returned within one week with comments. Students who submit sufficiently early may receive multiple rounds of feedback. Essays received after the early feedback deadline will not receive early feedback, although students are encouraged to discuss their plans for the essay with either the teaching assistant or instructor.
- 5) **Final exam (30%): Held in April exam period (April 18<sup>th</sup> – 29<sup>th</sup>, 2020, scheduled by the Office of the Registrar** – travel plans should not be made until the Registrar has posted the exam schedule). In two hours, students must write four essays responding to four prompt questions, based primarily on winter-term lectures and assigned readings, with some comparison with material from the fall term. A study guide will be distributed in class and on D2L at least two weeks prior to the exam. **This is a closed-book exam.**

**Formatting:**

For the thought papers and course essay, students must adhere to these formatting requirements.

- Page margins must be set at 1”
- All text should be double-spaced, with no extra space between paragraphs.
- Font must be Times or Times New Roman and the font size 12 points
- All references to specific passages, or quotations, must be cited and formatted parenthetically (in brackets), using the relevant pagination for the book being cited (e.g., every edition of Plato’s works follows the Stephanus pagination [e.g., 509b-510a])
- A bibliography or works cited page is only required if secondary sources are used (but see **Note on Secondary Sources**, above), and must follow a standard academic reference style (e.g., Chicago Style)
- Students must provide a title, their name, and their UCID on each assignment, either on a title page (which does not count toward page limits) or at the top of the first page

For the exams, students must use the provided booklets and double-space their essays. Specific page citations are not required for the exams.

Assignments that fail to adhere to these formatting guidelines will be penalized.

**Assignment Submission:**

**All assignments (thought papers and course essay) must be submitted online via the course site in D2L** before class (by 4:59 p.m.) on the scheduled due date (see **Course Schedule**, below). Assignments received at 5:00 p.m. or later will be penalized according to the course policy on **Late Assignments**. In the case of multiple submissions of a given assignment in D2L, the most recent submission prior to the posted deadline will be considered the official submission.

**Late Assignments:**

Assignments are due before the beginning of lecture (by 4:59 p.m.) on the day of the posted deadline (see **Course Schedule**, below). Assignments submitted after the posted deadline (beginning at 5:00 p.m. on the day of the deadline) will be penalized 5% per day, including weekend days. Late assignments may not receive any comments.

Late penalties will be waived only for reasons that are extenuating and supported by appropriate documentation (see **Supporting Documentation and the Use of a Statutory Declaration**, below).

**Grade Scale:**

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

**INSTRUCTOR GUIDELINES:**

Students requiring assistance are encouraged to speak to the instructor or teaching assistant either

before or after class, or during 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.

#### USE OF ELECTRONIC DEVICES:

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.

**In order to avoid distracting others, students using laptops or other electronic devices are asked to sit in the rear row of the classroom.**

**Students may only record lectures with the express permission of the instructor.** Please speak with the instructor before class begins.



## COURSE SCHEDULE &amp; READINGS:

*The schedule is tentative and may change as the need arises.*

FALL TERM			
WEEK	DATE	TOPIC	READINGS
1	September 5 <sup>th</sup>	<i>Course Introduction</i>	None
2	September 12 <sup>th</sup>	Conventionalism: the Political Community against Philosophy	Aristophanes, <i>Clouds</i> (in <i>Four Texts on Socrates</i> )
3	September 19 <sup>th</sup>	Philosophy against the Political Community	Plato, <i>Apology of Socrates</i> (in <i>Four Texts on Socrates</i> )
4	September 26 <sup>th</sup>	What is Justice?	Plato, <i>Republic</i> , book I
5	October 3 <sup>rd</sup>	The Individual and the Community: is Justice Better than Injustice?	Plato, <i>Republic</i> , book II
6	October 10 <sup>th</sup>	What is the Best Regime?	Plato, <i>Republic</i> , book III
7	October 17 <sup>th</sup>	Civic Education and Civic Virtue	Plato, <i>Republic</i> , book IV <b>Assignment Deadline: Thought Papers 1-3</b>
8	October 24 <sup>th</sup>	What is Human Nature and How does it Limit Politics?	Plato, <i>Republic</i> , book V
9	October 31 <sup>st</sup>	Realizing the Idea of Justice: is the Best Regime Possible?	Plato, <i>Republic</i> , book VI
10	November 7 <sup>th</sup>	What is the Political Value of a Philosophical Education?	Plato, <i>Republic</i> , book VII
	November 14 <sup>th</sup>	No Class (fall term break)	
11	November 21 <sup>st</sup>	The Imperfection of Existing Regimes	Plato, <i>Republic</i> , book VIII
12	November 28 <sup>th</sup>	Tyranny as Regime and Psychological Condition	Plato, <i>Republic</i> , book IX
13	December 5 <sup>th</sup>	The Quarrel between Philosophy and Poetry	Plato, <i>Republic</i> , book X <b>Assignment Deadline: Thought Papers 4-6</b>

WINTER TERM			
WEEK	DATE	TOPIC	READINGS
14	January 16 <sup>th</sup>	Reason and Revelation in Politics	Augustine, <i>The City of God Against the Pagans</i> , books XIX.1-10 Optional: <i>Bible</i> , Genesis 1-22; Exodus 3-34; Deuteronomy 1-9; Matthew (all); Romans; I Corinthians
15	January 23 <sup>rd</sup>	Divine and Earthly Justice	Augustine, <i>The City of God Against the Pagans</i> , book XIX, chapters 11-28
16	January 30 <sup>th</sup>	Old and New Orders	Machiavelli, <i>The Prince</i> , Dedicatory Letter, chapters I-VIII
17	February 6 <sup>th</sup>	Machiavelli's Moral Revolution and the Aims of Political Action	Machiavelli, <i>The Prince</i> , chapters IX-XVI
18	February 13 <sup>th</sup>	What are the Virtues of a Prince in an Amoral World?	Machiavelli, <i>The Prince</i> , chapters XVII-XXVI
	February 20 <sup>th</sup>	No Class (winter term break)	
19	February 27 <sup>th</sup>	What is Political Corruption and How Can it be Solved?	Shakespeare, <i>Julius Caesar</i> , 1.1-3.1
20	March 5 <sup>th</sup>	Political Action in Civil War	Shakespeare, <i>Julius Caesar</i> , 3.2-5.5 <b>Assignment Deadline: Thought Papers 7-8</b>
21	March 12 <sup>th</sup>	The Origins of Individualism and Vanity	Hobbes, <i>Leviathan</i> , Introduction, chapters 1-10
22	March 19 <sup>th</sup>	Natural Rights: What is their Basis and How can they be Realized?	Hobbes, <i>Leviathan</i> , chapters 11-15 <b>Assignment Deadline: Course Essay</b>
23	March 26 <sup>th</sup>	Sovereignty: Is Political Order Compatible with Individual Freedom?	Hobbes, <i>Leviathan</i> , chapters 16-21
24	April 2 <sup>nd</sup>	Can Nature be a Standard for Modern Political Life?	Rousseau, <i>Discourse on the Origin and Foundations of Inequality</i> , Dedicatory Letter, Preface, First Part (pp. 78-141)
25	April 9 <sup>th</sup>	Can Freedom be a Standard for Modern Political Life? <i>Course Conclusion</i>	Rousseau, <i>Discourse on the Origin and Foundations of Inequality</i> , Second Part (pp. 141-181) <b>Assignment Deadline: Thought Papers 9-10</b>

## IMPORTANT POLICIES AND INFORMATION

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

As stated in the University Calendar:

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

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.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](https://www.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.

#### University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at:

[www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

#### Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

#### Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

#### 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 Library Block.

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