



DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

POLI 321 Lecture 01  
Politics and Government in Canada  
FALL 2020

**INSTRUCTOR:** Dr. Erica Rayment  
**EMAIL:** [erica.rayment@ucalgary.ca](mailto:erica.rayment@ucalgary.ca)  
**OFFICE HOURS:** By appointment through Zoom  
**COURSE DAY/TIME:** MWF 14:00–14:50 (Synchronous Sessions W 14:00–14:50)  
**DELIVERY METHOD:** Web-Based (Hybrid Delivery)

**COURSE PRE-REQUISITES:** None  
**TEACHING ASSISTANT:** Robert Clifton ([robert.clifton1@ucalgary.ca](mailto:robert.clifton1@ucalgary.ca))

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## Course Description

This course introduces students to the study of Canadian politics and government with a focus on political institutions and processes. Students will learn about the constitution, federalism, the electoral system, parties, parliament, the bureaucracy and the courts. The course presents each topic as part of a series of interrelated building blocks, with each week building upon the knowledge and foundations established in previous topics. This approach emphasizes the connections and relationships across political institutions and processes. Class discussions about each topic are oriented around assessing the democratic character of political institutions and processes through the lens of participation, inclusiveness, and responsiveness. The course also integrates questions about women, racialized minorities and Indigenous people into discussions about topics throughout the semester.

The course is delivered through a hybrid format. Asynchronous content, including short lecture videos, will be posted to the course website on a weekly basis. Weekly synchronous Zoom sessions will include group activities and student polls. Students are expected to engage with both the asynchronous and synchronous elements of the course.

## Course Objectives and Learning Outcomes

This course is designed to:

- Provide an introduction to Canadian political institutions and processes;
- Stimulate student interest in Canadian politics, policy and government;
- Equip students with the skills and knowledge to engage critically and effectively as active participants in Canadian politics;
- Help students develop and practice key research, writing, and critical thinking skills that will help them succeed in their university career and beyond.

By the end of this course, students will be able to:

- Identify and explain the role and function of key Canadian political institutions and understand how these institutions operate in relation to one another;
- Understand appropriate metrics and frameworks to evaluate Canadian politics and political institutions;
- Apply this understanding to evaluate and discuss current and historical issues and events in Canadian politics;
- Access and use electronic databases, journals, books and other reputable resources to identify and gather relevant source materials;
- Assess, evaluate and synthesize evidence and arguments;
- Develop a clearly articulated thesis statement and advance persuasive, evidence-based written arguments.

## Required Textbooks and Readings

There are two required texts for the course:

- Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9<sup>th</sup> Edition. Toronto: Nelson.
- Russell, Peter, François Rocher, Debra Thompson and Amanda Bittner, eds. 2016. *Essential Readings in Canadian Government and Politics*. 2<sup>nd</sup> Edition. Toronto: Emond Montgomery.

Both texts are available in hard copy or as e-books through the University of Calgary bookstore.

Any additional readings listed in the Course Schedule will be made available through the course website. Please note that the instructor may make minor modifications to the assigned course readings to respond to current issues or emerging scholarship. Any changes to the schedule of assigned readings will be announced on the course website. If there is a discrepancy between the assigned readings listed in the syllabus and the readings listed on the course website, please treat the course website as authoritative.

## Required Technology

Students in this course are required to have a computer with an internet connection and audio/video capability. Course content will be made available through D2L and synchronous sessions will be held using Zoom.

## Summary of Course Components, Due Dates, and Weighting

Assessment	Modality	Due Date	Weighting
Syllabus Quiz	Quiz in D2L	September 18	2%
Discussion Posts	Discussion board in D2L	Ongoing	8%
Participation	Weekly Zoom sessions	Ongoing	5%
Quizzes (Best 2 out of 3)	Quizzes in D2L	September 28, October 19, and November 16	20%
Annotated Bibliography & Outline	File upload in D2L	October 26	10%
Research Paper	File upload in D2L	November 27	25%
Final Take-Home Exam	File upload in D2L	December 11 (Questions posted December 9)	30%

**NOTE: All course assignments *must* be submitted electronically through the course website.**

If a student misses a required course component, please contact the instructor as soon as possible.

## Course Schedule

Please note that the schedule below is tentative and may change as the need arises. Any changes to this schedule will be announced on the course website. If there is a discrepancy between the schedule and/or assigned readings listed in the syllabus and the schedule and/or assigned readings listed on the course website, please treat the course website as authoritative.

### **Week 1 (September 8 – 11): Introduction/Welcome**

*Please review the syllabus and feel free to get a jump on next week's readings.*

### **Week 2 (September 14 – 18): Understanding Canadian Democracy**

**\*\*SYLLABUS QUIZ MUST BE COMPLETED BY THE END OF THIS WEEK\*\***

*Why study Canadian politics? How do we define democracy? How democratic are Canadian political institutions?*

- Cochrane, Blidook and Dyck – Chapter 1: Approaching the Study of Politics (pp. 3-9)
- Cross, William. 2010. "Constructing the Canadian Democratic Audit." In William P. Cross, ed. *Auditing Canadian Democracy*. Vancouver: UBC Press.

### **Week 3 (September 21 – 25): The Constitution and Constitutional Change**

*What does the Canadian constitution consist of? How has the constitution changed over time and how have these changes been negotiated? What are some of the strengths and shortcomings of the Canadian constitution?*

- Cochrane, Blidook and Dyck – Chapter 16: The Canadian Constitution and Constitutional Change
- Russell et al. – Reading 3. John A. MacDonald and Georges-Étienne Cartier / The Confederation Debates in the Province of Canada (pp. 10-17)
- Russell et al. – Reading 11. Peter H. Russell / Canada – A Pioneer in the Management of Constitutional Politics in a Multi-National Society (pp. 70-75)
- Russell et al. – Reading 39. Peter H. Russell / Constitutional Politics: In a New Era Canada Returns to Old Methods (pp. 269-274)

### **Week 4 (September 28 – October 2): Federalism**

**\*\*QUIZ 1 THIS WEEK\*\***

*What are the key characteristics of Canadian federalism? What are the implications of Canada's federal structure for the practice of Canadian politics and democracy? Does Canada's federal system mitigate or exacerbate existing social cleavages?*

- Cochrane, Blidook and Dyck – Chapter 17: The Federal System
- Russell et al. – Reading 41. Alan C. Cairns / The Government and Societies of Canadian Federalism (pp. 286-292)
- Russell et al. – Reading 43. Roger Gibbins / Federalism and Regional Alienation (pp. 299-305)
- Russell et al. – Reading 45. François Rocher / The Quebec-Canada Dynamic or the Negotiation of the Ideal of Federalism (pp. 312-318)

### **Week 5 (October 5 – 9): The Electoral System**

*What are the rules and processes through which we choose our elected representatives? How do electoral rules impact electoral outcomes? Is our electoral system fair? How should we assess fairness in this context?*

- Cochrane, Blidook and Dyck – Chapter 12: Elections and the Electoral System
- Russell et al. – Reading 23. Dennis Pilon / The Politics of Voting (pp. 152-158)
- Virgint, Erin. 2016. “Electoral Systems and Women’s Representation.” Library of Parliament Publication No. 2016-30-E (pp. 3-7). Online: <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2016-30-e.pdf>
- Cochrane, Christopher. 2017. “The Imaginary Worlds of Electoral System Reform.” In Andrew Potter, Daniel Weinstock and Peter Loewen, eds., *Should We Change How We Vote?* Montreal: McGill-Queen’s University Press: pp. 42-48.

### **Week 6 (October 12 – 16): Political Parties and Voting**

*What role do political parties play in elections and in the operation of parliamentary democracy in Canada? How well do political parties reflect citizens’ interests and preferences? How do Canadian political parties measure up against criteria of participation, inclusiveness, and responsiveness?*

- Cochrane, Blidook and Dyck – Chapter 13: Political Parties and the Party System
- Cochrane, Blidook and Dyck – Chapter 14: The Election Campaign, Voting, and Political Participation (pp. 327-333)
- Russell et al. – Reading 19. Alan C. Cairns / The Electoral System and the Party System in Canada, 1921-1965 (pp. 127-133)
- Russell et al. – Reading 20. Sylvia Bashevkin / The Higher the Fewer: Women’s Participation in Major Party Organizations (pp. 134-139)

### **Week 7 (October 19 – 23): Parliament Part I: The House of Commons**

**\*\*QUIZ 2 THIS WEEK\*\***

*What are the core operating principles of Parliament? What is the role of the House of Commons in the Canadian political system? How effective is the House of Commons in fulfilling its role? What are some of the strengths and shortcomings of the House of Commons? Is the House of Commons a representative institution?*

- Cochrane, Blidook and Dyck – Chapter 21: Parliament (pp. 527-553)
- Russell et al. – Reading 14. C. E. S. Franks / The Parliament of Canada (pp. 91-96)
- Young, Lisa. 2013. “Slow to Change: Women in the House of Commons.” In Linda Trimble, Jane Arscott, and Manon Tremblay, eds., *Stalled: The Representation of Women in Canadian Governments*. Vancouver: UBC Press: 253-272
- Michael D. Morden. 2018. “Parliament and the Representation of Indigenous Issues: The Canadian Case.” *Parliamentary Affairs* 71 (pp. 124-143)

### **Week 8 (October 26 – 30): Parliament Part II: The Senate**

**\*\*ANNOTATED BIBLIOGRAPHY & OUTLINE DUE THIS WEEK\*\***

*What is the role of the Senate in the Canadian political system? How effective is the Senate in fulfilling its role? Are calls for Senate reform warranted? Have recent reforms been adequate?*

- Cochrane, Blidook and Dyck – Chapter 21: Parliament (pp. 554-563)
- Docherty, David. 2002. “The Canadian Senate: Chamber of Sober Reflection or Loony Cousin Best Not Talked About.” *The Journal of Legislative Studies*. 8 (3): 27-48
- Thomas, Paul G. 2019. “Moving Toward and Improved Senate.” IRPP Study 70. Montreal: Institute for Research on Public Policy (pp. 7-25)

### **Week 9 (November 2 – 6): The Executive**

*What is the role of the political executive and what powers does it possess? What is the role of the Governor General? How do these two aspects of the executive work together? How does the political executive operate in relation to the House of Commons? Does the political executive have too much power?*

- Cochrane, Blidook and Dyck – Chapter 19: The Executive: Crown, Prime Minister, and Cabinet
- Russell et al. – Reading 15. Donald J. Savoie / The Rise of Court Government (pp. 97-103)

### **Week 10 (November 9 – 13) – Reading Week (No Classes)**

### **Week 11 (November 16 – 20): The Bureaucracy and Policymaking**

**\*\*QUIZ 3 THIS WEEK\*\***

*What is the role of the bureaucracy in the policymaking process? Who are some of the other players in the policymaking process? Is the bureaucracy responsive to the needs of Canadians? Are structures for bureaucratic accountability adequate?*

- Cochrane, Blidook and Dyck – Chapter 20: The Bureaucracy
- Savoie, Donald J. *Breaking the Bargain: Public Servants, Ministers and Parliament*. Toronto: University of Toronto Press (pp. 3-16)

### **Week 12 (November 23 – 27): Courts and the Charter**

**\*\*RESEARCH PAPER DUE THIS WEEK\*\***

*What role do the courts play in providing a check on government action and legislation? How has this role changed since the introduction of the Charter? Does the increased prominence of the courts strengthen or undermine Canadian democracy?*

- Cochrane, Blidook and Dyck – Chapter 18: The Charter of Rights and Freedoms
- Cochrane, Blidook and Dyck – Chapter 22: The Judiciary
- Russell et al. – Reading 48. Peter W. Hogg and Allison A. Bushell / The Charter Dialogue Between Courts and Legislatures or Perhaps the Charter of Rights and Freedoms Isn't Such a Bad Thing After All (pp. 343-352)

### **Week 13 (November 30 – December 4): – Evaluating Canadian Politics and Democracy**

*How do the political institutions and processes that we have covered in the course fit together? Do these institutions fulfill the democratic audit criteria of participation, inclusiveness, and responsiveness? Are some institutions better on these metrics than others?*

- **Review:** Cross, William. 2010. "Constructing the Canadian Democratic Audit." In William P. Cross, ed. *Auditing Canadian Democracy*. Vancouver: UBC Press.

## Description of Course Assignments

### Syllabus Quiz

The easiest 2% you'll ever earn! To ensure students are familiar with the details of course policies, assignment details and lecture topics, there will be a short, multiple choice, open book quiz about the content of the course outline. **The quiz will be available on the course website beginning September 10. The quiz is not timed and students can take the quiz as many times as they would like until the deadline at 11:59 p.m. on September 18.**

### Discussion Posts

To help make connections between the concepts covered in class and real-world events, students are encouraged to use the discussion function on the course website to share news stories, reports, data, etc. related to the course topics and themes.

Four times in the semester, students are asked to post any of the following: a story from a reputable newspaper, a recently released government or non-governmental organization report, a newsworthy video, or a relevant social media thread. Posts should be accompanied by a one-sentence summary of what the posted item is about and a 2-3 sentence explanation of how the posted item relates to the course topics and themes – e.g. does it illuminate, illustrate, or raise questions about something we've discussed in class?

All discussion posts must be submitted by the last day of classes. **Students may submit a maximum of one discussion post for evaluation per week.** Plan the timing of your posts accordingly!

Each item posted earns one point. Each explanation of how the posted item relates to the course earns one point. Irrelevant posts or posts from disreputable sources earn 0.

### Participation

To incentivize students to participate in the synchronous sessions each week and to engage with the course content, synchronous sessions will include a range of opportunities through which students can demonstrate engagement with course material (e.g. asking questions, participating in live polls, small group work in Zoom breakout rooms, etc.).

## **Quizzes**

To encourage students to keep up with readings and lectures, and to provide students with an opportunity to check in on their understanding of course material and concepts throughout the semester (and before the final exam rolls around!), there will be three brief multiple-choice quizzes. Quizzes will cover assigned readings and lecture content covered up to the week before the quiz date (i.e. Quiz 1 in week 4 will cover the content from weeks 1-3; Quiz 2 in week 7 will cover the content from weeks 4-6, Quiz 3 in week 11 will cover the content from weeks 7-10).

**Quizzes will be available on the course website from 11:59 p.m. the Sunday before the quiz until 11:59 p.m. on the Monday each quiz is due (September 28, October 19, November 16). Students can complete the quiz at any time during this 24-hour period. Quizzes should take 20 minutes to complete. Students will be given 30 minutes to complete each quiz to allow for any technology issues that may arise.**

Students' final grade for the quizzes will be based on their best two quiz scores. No make-up quizzes will be offered since the lowest grade is automatically dropped.

## **Annotated Bibliography & Outline**

Gathering, summarizing, and assessing evidence are important skills for writing a research paper (they're also useful skills outside the university!), but we don't often get the chance to practice these skills on their own. A clearly articulated thesis statement and logically organized writing are key elements of writing a strong research paper.

The annotated bibliography and outline assignment gives students the opportunity to focus on (1) gathering, summarizing, and assessing evidence from scholarly sources, (2) clarifying the argument they will make in response to the research question they are answering and (2) how they will organize their research paper in a way that lets them make their argument most convincingly. Students will draft an annotated bibliography, clearly articulate the thesis they plan to defend in their research paper, and identify the supporting evidence/premises they will use in a short (maximum one-page) outline of their paper.

Students will build on the work completed for the annotated bibliography and outline for the final research paper (details below). Annotated bibliography and outline assignments submitted by the deadline will receive feedback that students can integrate in the final version of their research paper.

**The annotated bibliography and outline must be submitted through the course website by 11:59 p.m. on October 26.**

*Research questions, grading criteria and detailed instructions for the annotated bibliography and outline will be posted on the course website.*



### **Research Paper**

The research paper (2000-2500 words) builds on the learning throughout the course and provides an opportunity to examine an aspect of Canadian politics in greater depth. It is also an opportunity for students to practice important transferrable skills, including gathering, synthesizing and evaluating evidence as well as developing and communicating persuasive evidence-based arguments. The research paper brings together and builds upon the earlier work completed for the annotated bibliography and outline assignment.

**The research paper must be submitted through the course website by 11:59 p.m. on November 27.**

*Grading criteria for the research paper will be posted on the course website.*

### **Final Take-Home Exam**

To ensure that students have a strong critical understanding of the course material and the connections between topics, the final exam will cover all the material covered in the course. The final exam will be administered as a take-home. Students will have 48 hours to complete the exam. Details of the exam format/question types will be discussed in class and announced on the course website. **The final take-home exam questions will be posted on the course website at 3 p.m. on December 9 and the completed exam must be submitted through the course website by 3 p.m. on December 11.**

### Writing Statement

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

### Grading Scale

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)

## Course Policies

### **Course Communication**

Office hours are usually the best way to get an effective response on an issue from me. I will post blocks of time within which students can sign up for a time slot on the course website. Email communication is best for dealing with logistical and/or administrative issues (e.g. providing documentation to request an extension, reminding me to share that link I mentioned in class, asking for clarification on something that isn't covered in the syllabus). If you have a question about course content, ideas, or concepts your best bet is to come to my office hours for a (virtual) in-person chat.

If you are contacting me by email, please use your university email address and include the course code in the subject line. I check email from Monday to Friday and will do my best to respond to emails within two business days. Your patience is appreciated if it takes me a bit longer to respond, but if your matter is urgent and you haven't heard from me within two business days, you can send a follow up email nudge.

### **Late Penalties**

Late assignments will be subject to a late penalty of 5% per day (including weekends) of the total marks for the assignment. Assignments submitted five calendar days beyond the due date will be assigned a grade of zero. Assignments handed in AFTER the work has been returned to the class cannot be marked for credit. Accommodations due to late registration into the course will NOT be approved.

### **Extensions**

Normally, extensions for written work will only be granted in exceptional circumstances, at the discretion of the instructor, and with acceptable written documentation. Extensions can also be granted for students registered with Student Accessibility Services. Extensions will only be granted prior to the due date of an assignment. If you require an extension, please notify me as soon as possible.

### **Grade Appeals**

Grades are assigned based on an assessment of the quality of the work submitted. If you think a grade should be reconsidered, you must provide a half-page written explanation outlining why you think the assigned grade is misaligned with the quality of the work that was submitted. This explanation should make specific reference to the grading guidelines. This explanation should be submitted by email to your TA, along with a copy of the graded assignment. There is a 48 hour "cooling off" period after getting a graded assignment back in which you may not submit an appeal. All grade appeals must be submitted within one week of the end of the "cooling off" period. Please note that requests for reassessment based on needing to maintain a scholarship, support law/grad school applications, or other reasons unrelated to the content of the work submitted, will not be considered as valid reasons for appeal. Please note that after reviewing an assignment, a grade can be adjusted either up or down.

## **Equity Statement**

The University of Calgary is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech in any course forums will not be tolerated. If you have any questions, comments, or concerns you may contact the University of Calgary Student Conduct Office at [conduct@ucalgary.ca](mailto:conduct@ucalgary.ca).

## **Statement on Academic Integrity**

Academic integrity is fundamental to learning and achieving course goals. The assignments in this course are designed to give you an opportunity to learn important skills and concepts over the course of your degree by making honest attempts through your own thinking, writing, and hard work.

I encourage you to review the University of Calgary's Student Academic Misconduct Policy (<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>). It outlines the rules for acceptable academic behaviour and you are expected to know the rules.

**If you have questions about appropriate research and citation methods, or if you aren't sure if something is allowed or would constitute academic misconduct, PLEASE reach out to me for additional information.**

## **Important Department 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>

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Appeals**

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

### **University Regulations**

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

### **Student Accommodations**

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

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

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Plagiarism and Other Forms of Academic Misconduct**

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

### **Required Access to Technology**

Please see the University's resource page at [https://ucalgary.service-now.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031)

### **Copyright Legislation**

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy (FOIP)**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

### **Faculty of Arts Program Advising and Student Information Resources**

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](https://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

### **Important Contact Information**

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

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

Graduate Students' Association

Phone: 403-220-5997

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

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

Student Ombudsman

Phone: 403-220-6420

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

### **Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

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

*Student Wellness Services:*

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

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

## Frequently Asked Questions

For help with...	Refer to...
... Information about course requirements and/or assignment deadlines	<ul style="list-style-type: none"> <li>• Review the syllabus and check the course website – most details will be listed in one of these two places.</li> <li>• Still can't find what you're looking for? Ask your TA or the instructor.</li> </ul>
... Questions about your grade on an assignment	<ul style="list-style-type: none"> <li>• See the note on grade appeals in the Course Policies section.</li> <li>• Be sure to check in with your TA before contacting the instructor.</li> </ul>
... Whether [topic X] will be on the exam	<ul style="list-style-type: none"> <li>• No need to ask anyone about this one – everything we cover in the course (readings, lectures, etc.) is fair game for the exam.</li> </ul>
... Understanding a topic we've discussed in class that you're confused about or want to learn more about	<ul style="list-style-type: none"> <li>• Review the textbook</li> <li>• Attend class and ask a question</li> <li>• Speak to the instructor or your TA during their office hours</li> <li>• Do <i>not</i> send an email about these kinds of questions – these issues are much more effectively resolved in (virtual) person</li> </ul>