



UNIVERSITY OF
CALGARY

DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS
POLI 321 L02
POLITICS AND GOVERNMENT IN CANADA

WINTER 2023 INSTRUCTOR EMAIL	Meagan Cloutier (she/her) Meagan.cloutier1@ucalgary.ca
OFFICE HOURS	Office Hours: Mondays: 14:30-16:00, or by appointment *Meetings can be held on Zoom* Book through: https://meagancloutier.youcanbook.me
DELIVERY METHOD	My office: SS 749 In Person, TI Forum 160 Tuesdays, 17:00-19:45
PREREQUISITE	None
TEACHING ASSISTANT	Rachel Grigg (she/her) rachel.grigg@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, political parties, parliament, the bureaucracy, and the courts. The course presents each topic as a 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. The course also integrates questions about women, racialized minorities, and Indigenous peoples in discussions throughout the semester.

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 is one required textbook for the course, which is also available in electronic format:
Alex Marland and Jared Wesley. 2020. Insider Canadian Politics, 2nd edition. OUP Canada.

Additional readings listed in the Course Schedule can be found through the University of Calgary's Library. Please note that the instructor may make minor modifications to the assigned course readings. Any changes to the schedule of assigned readings will be announced on D2L.

If there is a discrepancy between the assigned readings listed in the syllabus and the readings listed on D2L, please treat the list on D2L as authoritative.

Required Technology

Students in this course are required to have access to a computer with internet connection. Remember that the university libraries and Calgary public libraries have free to access computers.

Summary of Course Components, Due Dates, and Weighting

Assessment	Due Date	Weighting
Syllabus Quiz	January 17 @ 4:59pm	2%
Content Quizzes x 4	January 31 @ 4:59pm February 28 @ 4:59pm March 21 @ 4:59pm April 11 @ 4:59pm	20% (5% each)
Annotated bibliography & outline	February 7 @ 4:59pm	18%
Research paper	March 28 @ 4:59pm	30%
Textbook Update	April 14 @ 11:59pm	20%
Creative Content Participation x 2	Due Fridays on the week of the lecture @ 4:59pm	10%

Note: All course assignments MUST be submitted electronically through D2L. D2L will give a confirmation email when an assignment is submitted. If a student misses a required course component, they must 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 in class and on D2L. If there is a discrepancy between the schedule and/or assigned readings listed in the syllabus and on D2L, please treat D2L as authoritative.

Week 1 (January 10): Introductions and Studying Canadian Politics

We will review the syllabus, timelines, and logistics for the course.

Readings:

1. Erin Tolley. 2020. "Hidden in Plain Sight: The Representation of Immigrants and Minorities in Political Science Textbooks," *International Journal of Canadian Studies*. 57: 47-70.
2. Āpihtawikosisân. 2012. "A rose by any other name is mihkokwaniy." <https://apihtawikosisan.com/2012/01/a-rose-by-any-other-name-is-a-mihkokwaniy/>.

Week 2 (January 17): Institutional Foundations, and Colonialism

****Syllabus Quiz must be completed before class by 4:59pm****

Readings:

1. TEXTBOOK – Chapter 1: Overview of Canadian Politics.
2. Lee Maracle. 2017. "Conversation 11: How Does Colonialism Work?" in *My Conversations with Canadians*. 216-220. BookThug.
3. Treaty 7 Elders and Sarah Carter. 1995. *The True Spirit and Original Intent of Treaty 7*. Montreal: McGill-Queen's University Press. **Foreword and Preface**.
4. Audra Simpson. 2016. "The state is a man: Theresa Spence, Loretta Saunders, and the gender of settler sovereignty." *Theory & Event* 19(4): 1-16.

Week 3 (January 24): The Constitution

Readings:

1. TEXTBOOK – Chapter 2: The Constitution
2. Veldon Colburn. "Indigenous People and the Constitution Conversation." Policy Options, June 9, 2017. <https://policyoptions.irpp.org/magazines/june-2017/indigenous-people-and-the-constitution-conversation/>.
3. Michael Asch. 2018. "Confederation Treaties and Reconciliation: Stepping Back into the Future." In *Resurgence and Reconciliation*, edited by Michael Asch, John Borrows and James Tully. University of Toronto Press. 29-48.
4. Gina Starblanket. 2019. "The Numbered Treaties and the Politics of Incoherency." *Canadian Journal of Political Science* 52(3): 443–459.

Week 4 (January 31): Federalism

****Content Quiz 1 is due before class by 4:59pm****

Readings

1. TEXTBOOK – Chapter 3: Federalism
2. David Cameron. 2020. "Quebec and the Canadian Federation." In Bakvis, Herman and Grace Skogstad, *Canadian Federalism: Performance, Effectiveness, and Legitimacy*, 59-89. University of Toronto Press.

3. Michael McCrossan and Kiera Ladner. 2016. "Eliminating Indigenous Jurisdictions: Federalism, the Supreme Court, and Territorial Rationalities of Power." *Canadian Journal of Political Science* 49(3): 411-431.

Week 5 (February 7): The Executive: The Prime Minister and Cabinet

Annotated Bibliography & Outline is due before class @ 4:59pm

Readings

1. TEXTBOOK – Chapter 5: The Executive
2. Susan Franceschet. 2020. "Chrystia Freeland and the Merit Myth That Won't Go Away." *The Conversation*. <https://theconversation.com/chrystia-freeland-and-the-merit-myth-that-wont-go-away-144894>.

Week 6 (February 14): Parliament: The House of Commons & The Senate

Readings

1. TEXTBOOK – Chapter 6: The Legislature
2. Tracey Raney. 2020. "Canada's Legislature: A (Gendered) Parliament for the People." In *The Palgrave Handbook of Gender, Sexuality, and Canadian Politics*, edited by Manon Tremblay and Joanna Everitt, 167-186. Palgrave Macmillan.

Week 7 (February 21): No Class – Reading Break

Week 8 (February 28): The Judiciary

Content Quiz 2 is due before class at 4:59pm

Readings

1. TEXTBOOK – Chapter 7: The Justice System
2. Erin Crandall and Andrea Lawlor. 2017. "The Politics of Judicial Appointment: Do Party Connections Impede the Appointment of Women to Canada's Federally Appointed Courts?" *Canadian Journal of Political Science* 50(3): 823-47.

Watch: Tasha Hubbard. 2019. *nîpawistamâsowin: We Will Stand Up*. National Film Board. https://www.nfb.ca/film/nipawistasowin-we-will-stand-up_52-min/. (52 minutes)

Week 9 (March 7): Political Parties

Readings

1. TEXTBOOK – Chapter 9: Political Parties
2. Jeanette Ashe. 2020. "Canada's Political Parties: Gatekeepers to Parliament" In *The Palgrave Handbook of Gender, Sexuality, and Canadian Politics*, edited by Manon Tremblay and Joanna Everitt. 297-316.
3. Melanee Thomas. 2018. "In Crisis or Decline? Selection Women to Lead Provincial Parties in Government." *Canadian Journal of Political Science* 51(2): 379-403.

Week 10 (March 14): Elections and Voting

Readings

1. TEXTBOOK – Chapter 10: Elections and Voting
2. Amanda Bittner and Elizabeth Goodyear-Grant. 2020. "Public Opinion, Political Behaviour, and Voting: Exploring Diversity." In *The Palgrave Handbook of Gender*,

Sexuality, and Canadian Politics, edited by Manon Tremblay and Joanna Everitt. 319-340.

3. Coel Kirby. "Reconstituting Canada: The Enfranchisement and Disenfranchisement of 'Indians,' circa 1837–1900." *University of Toronto Law Journal* 69(4) (2019): 497–539.
4. Waabshkigaabo. "As an Anishinaabe Citizen, I Can't Vote in Good Conscience in Federal Elections." *CBC News* (September 17, 2021). <https://www.cbc.ca/news/canada/first-person-anishinaabe-vote-federal-election-1.6178236>.
5. Bear, Andre. "As an Indigenous Sovereignist, I Will Vote in This Year's Federal Election." *CBC News* (September 17, 2021). <https://www.cbc.ca/news/canada/saskatchewan/first-person-andre-bear-vote-federal-election-1.6178086>.

Week 11 (March 21): The Media and Political Communication

Content Quiz 3 is due before class at 4:59pm

Readings

1. TEXTBOOK – Chapter 11: Media and Communication
2. Erin Tolley. 2019. "Breaking the Concrete Ceiling: Media Portrayals of Racialized Women in Politics." In *Gendered Mediation: Identity and Image Making in Canadian Politics*, edited by Angelia Wagner and Joanna Everitt, 106-126. UBC Press.

Week 12 (March 28): The Bureaucracy and Policy Making

Research Paper is due before class @ 4:59pm

Readings

1. TEXTBOOK – Chapter 8: Public Policy and the Bureaucracy
2. Cheryl N. Collier. 2012. "Feminist and Gender-Neutral Frames in Contemporary Child-Care and Anti-Violence Policy Debates in Canada." *Politics & Gender* 8 (3): 283-303.
3. Tammy Findlay. 2020. "Public Administration and Government Services: Gendering Policymaking in Canada." In *The Palgrave Handbook of Gender, Sexuality, and Canadian Politics*, edited by Manon Tremblay and Joanna Everitt, 207-230.

Week 13 (April 4): Political Activism

Readings

1. TEXTBOOK – Chapter 12: Interest Groups and Social Movements
2. Debra Thompson. 2020. "The Intersectional Politics of Black Lives Matter" in *Turbulent Times, Transformational Possibilities?* By Fiona MacDonald and Alexandra Dobrowlosky, 128-137, UTP Press.
3. Erika Dyck and Karissa Patton. 2020. "Activists in the 'Bible Belt': Conservatism, Religion, and Recognizing Reproductive Rights in 1970s Southern Alberta" in *Compelled to Act: Histories of Women's Activism in Western Canada*, edited by Sarah Carter and Naci Langford, 197-217. University of Manitoba Press.
4. Ethel Tungohan. 2017. "The Transformative and Radical Feminism of Grassroots Migrant Women's Movement(s) in Canada." *Canadian Journal of Political Science* 50(2): 479-494.

Week 14 (April 11): Final Reflections

Content Quiz 4 is due before class at 4:59pm
 Textbook update is due April 14, 2022 @ 11:59pm

Description of Course AssignmentsSyllabus Quiz

The easiest 2% you will ever earn! To ensure students are familiar with the details of the 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 D2L. The quiz is not timed, and students can take the quiz as many times as they would like until the deadline at January 17 at 4:59pm.

Content Quizzes

To encourage students to keep up with the readings and lecture content, and to provide students with an opportunity to check in on their understanding of the course material and concepts, there will be four online quizzes throughout the semester. Quizzes will include several multiple choice questions and one short-answer question (no more than 200 words).

Quizzes will cover the assigned readings and lecture content up to the week before the quiz date:

- Quiz 1 due on January 31 will cover content from Weeks 1-3
- Quiz 2 due on February 28 will cover content from Weeks 4-6
- Quiz 3 due on March 21 will cover content from Weeks 8-10
- Quiz 4 due on April 11 will cover content from Weeks 11-13

Quizzes will open on D2L the Friday before they are due. Quizzes are not timed and should take 30 minutes to complete. Quizzes are open book and must be completed individually.

Annotated Bibliography & Outline

This annotated bibliography and outline are practice for the research paper. 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. This assignment also gives the chance for the instructor to give detailed and useful feedback for their 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 plan to make in their paper; and
- 3) thinking about how they will organize the evidence to support their argument.

Paper topics, grading criteria, and detailed instructions for the annotated bibliography and outline will be posted on D2L. ***The annotated bibliography and outline must be submitted D2L on February 7, 2022 @ 4:59pm.***

Research Paper

The research paper (6-8 pages) 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.

Grading criteria for the research paper will be posted on D2L. ***The research paper must be submitted through D2L by March 28, 2022 @ 4:59pm.***

Textbook Update

The second edition of the course's textbook, *Inside Canadian Politics*, was published in 2020. This means that much of the content would have been written before the COVID-19 pandemic and before the publishing of Tolley's (2020) article, "Hidden in Plain Sight: The Representation of Immigrants and Minorities in Political Science Textbooks."

The goal of this assignment is to take one of the assigned substantive chapters from the course textbook and write a 750-1000 word briefing note detailing what the authors should update for the next edition. This could be on the whole chapter or part of the chapter. You must provide an argument for why this substantive chapter should be changed and how you would update it. The argument must be supported by relevant scholarly research.

More details for this textbook update assignment and the grading criteria will be posted on D2L. **The textbook update must be submitted through D2L by April 15, 2022 @ 11:59pm.**

Creative Content Participation

In terms of participation, students are required to create and submit memes for **two** topics over the course. For the meme, students are to reference the assigned readings to in *painful* detail explain the content behind the meme in 150 words or less to someone who has little knowledge about Canadian politics. Memes can be about current events in Canadian politics but should incorporate the course readings to explain the concept or issue. Students will be graded on substantive content and analysis, not on their art or graphics!

Mememes need to be submitted to D2L on the Friday following the lecture for that lecture topic by 4:59pm (e.g., a meme for Week 2 would be due Friday, January 20, 2022, by 4:59pm). This is so the instructor can showcase her favourite meme(s) and use it for a quick re-cap lesson the following week.

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

Recording

To create a space where all learners feel free to participate, share ideas, and occasionally make mistakes, class discussions will **not** be recorded by the instructor, and under no circumstances should students record, take screenshots, or otherwise digitally capture any part of our class sessions unless express is provided by *all students and the instructor* before the class in question. The one exception is for students who have arranged for an accommodation through Student Accessibility Services, whose recordings will not be distributed or shared.

Names

I will address you by your preferred name and by your pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you. I would like to pronounce your name correctly. To help me with this, I greatly appreciate a phonetic pronunciation guide (e.g., Meagan Cloutier = May-gen Clue-Chay) or a short audio clip with the correct pronunciation (e.g., <https://namedrop.io/meagancloutier>).

Emails

I am available to answer some inquiries by email. If you have a question about course policies, due dates, or assignments, please read the syllabus and check D2L to see if it can be answered using the information that is available to you. If your email relates to something that is best answered face-to-face or voice-to-voice, I will respond to set up a time to meet with you, either in student hours or by appointment. I check my email a few times a day during working hours (weekdays from 9am to 5pm), and you can generally expect a reply within 24 hours during this time period. Because our brains and bodies need a break from work, I do not check email on the weekends. If contacting me by email, please put the course code in the subject line and use your UCalgary email address. While I am guilty of using too many exclamation marks in my emails, I do appreciate emails that are in full sentences. Please address me as Professor Meagan Cloutier.

Student Hours

Student hours (sometimes referred to as “office hours”) are a reserved block of time when the instructor is available *specifically* to assist students in this class. They are a space to seek clarification on readings or assignments, to discuss matters related to class content, or to seek guidance on other academic or professional matters. You can sign up for an appointment using the automatic system through: <https://meagancloutier.youcanbook.me>

Instructors LOVE when students take advantage of student hours because (1) we get to meet you (2) it helps us learn your names and interests (3) we figure out what parts of the course you find confusing (or awesome) (4) we get a lot of email – and every student who comes to student hours = one less email (5) if you don’t come, we sit by ourselves and feel lonely.

ACCOMMODATIONS and COVID-19

TAs cannot grant extensions or accommodations. Instead, students are encouraged to speak with me as early as possible if they encounter any situation or circumstances that are making it difficult for them to meet the course requirements.

Students registered with Student Accessibility Services (SAS) should contact me as soon as possible as this facilitates us arranging the support you need.

Accommodations for acute illness and emergencies, as well as accommodations on protected grounds (such as, but not limited to race; colour; ancestry; place of origin; religious beliefs; gender — including pregnancy and gender identity; marital status; family status; source of income; and sexual orientation) will be addressed in accordance with University of Calgary policy (<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>).

The risk from COVID-19 remains very real. Given that, my actions and decisions will be guided by the following principles:

1. Health and wellbeing are my first priority: yours, your families’, and mine
2. Our classroom needs to feel like a safe place, physically and intellectually
3. Fairness means taking students’ circumstances into account

We all need to be mindful of keeping one another healthy. If you have not yet been fully vaccinated for COVID-19, I strongly encourage you to do so. It will help keep us all safe. Please consider always wear a mask in class.

If you or someone in your household is feeling ill, ***please do not come to class***. In that circumstance, contact me as soon as possible so accommodations can be arranged.

Grade Appeals

At times, students are disappointed by the mark they receive on an assignment. This is natural, especially after we’ve put a considerable amount of effort into a piece of work, we are generally accustomed to success, or we have high expectations for ourselves. Disappointment is, unfortunately, a part of academic life. Marks cannot be raised simply because you tried hard or because you think you deserve a higher mark. Adjustments based on these criteria are unfair to students who understand that the quality of our work sometimes varies, and that the marks we

receive reflect these ebbs and flows. If after considering your mark, reviewing the assignment instructions, and reading the instructor's feedback, you feel that a mark should be revisited, please prepare a half-page explanation outlining the basis of the appeal. There is a "cooling off" period of 72 hours (3 days) after the assignment has been returned to you, during which time appeals will not be considered. Please use this time to reflect on the assignment, your work, and the feedback you received. Note that a re-read of written work may result in a raising or lowering of a mark, and there are no provisions for re-writing or "making up" assignments.

Babies! Childcare! Other care work!

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child's needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.

If you need to miss a class for other care work reasons, please send me an email and we can figure out the best way to move forward.

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.

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 .

IMPORTANT POLICIES AND INFORMATION

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.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.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or

distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic 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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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.

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 <https://www.ucalgary.ca/risk/emergency->

[management/evac-drills-assembly-points/assembly-points](#) and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

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

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

Student Wellness Services:

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

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