THE UNIVERSITY OF CALGARY

FACULTY OF ARTS

DEPARTMENT OF POLITICAL SCIENCE

COURSE OUTLINE – Online Delivery

Political Science 345-L01 Winter 2022 Block Week Format

January 3 - 7 2022

Indigenous Governance

INSTRUCTOR: Daniel Voth
OFFICE: SS740
EMAIL: professor.voth@ucalgary.ca
OFFICE HOURS: By appointment
COURSE DAY/TIME: MTWRF 8:30-16:30
COURSE LOCATION: In person, ST 141, plus group breakout rooms
COURSE PRE-REQUISITES: None.

TEACHING ASSISTANTS:

Ariane Wilson ariane.wilson@ucalgary.ca

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COURSE DESCRIPTION:
This course includes a significant amount of mandatory group work. The course offers an intensive examination of the way Indigenous governance structures clash with settler institutions in Canada. Students will work through course content using the real-world scenario of a pipeline negotiation. This scenario will illuminate the way elements of Indigenous governance like ontology, kinship, gender relations, and the treaty relationship struggle to find voice in non-Indigenous decision-making institutions. Each day, students will split their time between content lectures, and group preparation for a pipeline hearing. The material covered in class will help contextualize the problem that each group of students must face as they prepare for the negotiation.

Course content will be provided through lectures, discussions, assigned readings, and film.

The course will be led by Dr. Daniel Voth.

<u>COURSE OBJECTIVES & LEARNING OUTCOMES:</u>
This course is designed to help students develop a number of important skills that contribute to becoming persons possessed with critical minds in a politically dynamic and complex world. Upon completion, students will have begun to develop conceptual skills, and key capacities.

<u>Conceptual:</u>
- Gain introductory knowledge about the key concepts that animate many forms of Indigenous governance
- Be able to participate intelligently and knowledgeably in the ongoing conflicts between Indigenous peoples and Canadian society
- Gain introductory knowledge about the possible ways Indigenous governance can be implemented
- Understand the way in which Indigenous governance structures interact with settler institutions on key questions of public importance

<u>Capacities:</u>
- Students will develop problem solving skills that require one to make difficult, and controversial decisions about advancing a course of action. Political life among Indigenous and non-Indigenous peoples is filled with difficult trade-offs, competing interests, and deep disagreements that do not have clear "right" or "wrong" answers. At the conclusion of this course, students will gain experience thinking through these complex problems, and will have practiced making informed, difficult choices that shape the world we live in.

- At the conclusion of this course, students will have developed new collective decision-making skills. As is outlined below, the course demands that students work on complex problems in a group and practice collective decision-making skills. These skills will serve students well in many elements of university, and post-university life.

- The course also seeks to improve students' communicative writing skills. Being a critical and aware person requires one to communicate concisely and clearly. Deploying large amounts of information to everyday problems, situations or issues requires a focused brevity that zeros in on the heart of the relationship between a body of information, and a lived problem. In order to hone these skills students will be asked to craft arguments within strict space constraints. These types of assignments encourage students to consider first, what information is most relevant to a particular problem, and second, how to communicate this relevance clearly and convincingly in a limited space.

<u>REQUIRED TEXTBOOK:</u>
There is no required textbook for this course. All readings will be provided on the Desire to Learn (D2L) course website. The course content and readings are all subject to change.

COURSE COMPONENT WEIGHTS AND DUE DATES:

Treaty Commissioners:

COMPONENT	WEIGHTING	DUE DATES
Criteria for Pipeline Evaluation	**10%**	**Day 2 @ 2pm**
Group Work Final Decision	**20%**	**January 21**
Individual Participation	**20%**	**January 28**
Hearing Organization	**10%**	**Day 5**
Syllabus Easter Egg	**5%**	**January 28**
Individual Open Book Quiz	**35%**	**First Attempt: Must be started by 11:00PM on Day 3, after which you have 24 hours to complete it** **Second Attempt: Changes to incorrect answers must be completed by 11:00PM January 28 (see below)**
Total	100.00%	

All Other Groups:

COMPONENT	WEIGHTING	DUE DATES
Group Work Final Project	**30%**	**January 21**
Individual Participation	**20%**	**January 28**
Group Presentation	**10%**	**Day 5**
Syllabus Easter Egg	**5%**	**January 28**
Individual Open Book Quiz	**35%**	**First Attempt: Must be started by 11:00PM on Day 3, after which you have 24 hours to complete it** **Second Attempt: Changes to incorrect answers must be completed by 11:00PM January 28 (see below)**
Total	100.00%	

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises. Guest lectures may also disrupt this schedule.

Day #	TOPIC	READINGS	Comments
1	Intro to the course, terminology, group selection	Syllabus, Group packages	
2	Treaties, unceded land, modern treaty process	D2L Readings Unit 2	
3	The land as an active participant in governance	D2L Readings Unit 3	
4	Tensions between Governance and Economics	D2L Readings Unit 4	
5	Day Long Simulation		

GENERAL COURSE PROTOCOLS

Due to the current COVID-19 pandemic, the university has moved most teaching in the Winter Block to an online delivery format. This means several things. **First**, this course was not designed originally as an online course, and some components are being accommodated on a "best-effort" principle. The result is that the experience of the course will be different than in previous years.

Second, some elements of the class will work better in an online format than others. As we encounter them it requires both you and I to work collaboratively to manage them. For my part, I've pushed as many of the deadlines as possible to the end January. As we move through all the components of the course together your patience and willingness to adapt is appreciated.

Third, I have adapted this class to provide the maximum level of flexibility possible. The daily lectures have all been recorded and are available for viewing on D2L, and the pushed-out deadlines mean you don't have to rush through getting everything done in a single week. The opposite side of that coin is that you must be diligent managers of your time.

Fourth, and relatedly, you need to be good to each other for this course to work. There is still going to be group work, and some folks are at home with kids, and/or partners or co-parents, or have a roommate who needs the one computer in the house for work. Some folks are at home alone and are moving through the day in a way that works for them. All of this taken together means that you and your group mates all are going to have to give and take a bit on when you meet, and when the groupwork gets done.

That being said, I have asked the University Registrar to classify this as a **synchronous** course. What this means is that you are expected to be present to work on course material during Block Week. The result is there is flexibility, but also within a bounded structure.

HINT: Don't be afraid to triage certain tasks to after the Block Week. Remember, you have time to get the work done after the week is over. Not everything needs to be done during Block Week.

Fifth, I will be available from 9am until 5pm to answer questions about the course, address

general questions about the assignments, questions stemming from the lecture material and other "big picture" questions that everyone would benefit from hearing the question and answer. Normally this would be done in lecture so we can all learn from everyone else's questions, but that is not possible. Instead, D2L will have a discussion board titled *Student Questions*. Students are asked to post questions about general course elements. Two sub points about this. **Do <u>not</u> send me an email about it.** If you do, I'll write back asking you to post it in a thread. If you were a bird, what bird would you be and why? Nobody learns anything if we exchange private emails. The other is please limit questions on the thread to general points. I will also be available to join your Zoom group meetings to answer questions, and for you to bounce ideas off me. The *Student Questions* board is just for general questions. I'll reply as fast as I can.

Here is an example of what should **not** appear in the Student Questions board: "Dear Dr. Voth, our group was wondering if it would make sense to frame our position around Ucalgary's Indigenous Strategy?" - This is about your group's work, and you can ask me when I join your group meetings.

Here is an example of what **should** appear in the Student Questions board: "Dear Dr. Voth, are we permitted to make deals with other groups in the negotiation?" - This is something that is general to the class, and impacts more than one group. In addition, it's not explicitly answered by the syllabus. Great question, the answer is yes, you are encouraged to do so.

BLOCK WEEK ATTENDANCE POLICY
Attendance at all of block week is mandatory. Students will not be excused from attending block week for anything other than an emergency or extremely usual situation. This situation must be supported by documentation. While the student may choose what documentation to provide (please see the University Calendar for additional details), the instructor also has discretion not to accept the documentation if it does not corroborate the issue facing the student. Because there are only five days of classes, students must attend the entirety of each day. In addition, with a large component of the class dedicated to synthesizing course material in groups, missing any time means that your group members will have to pick-up your slack. This will be reflected in your Individual Participation grade.

LECTURES
Lecture content is for class purposes only. You are not permitted to share course material outside of this class without the instructor's permission. Doing so will result in opening a misconduct investigation.

DAILY STRUCTURE
This structure has been used in the past, and might be a helpful starting place for planning out your day. To be clear, you do not have to follow this. You can build your day in any fashion that works for your group.

   I.   08:30-09:15 Group Self-Evaluations
  II.   09:30-12:00 In-person Lecture
 III.   12:00 – 13:00 Lunch Break
 IV.   13:15 – 16:30 Group Work

Scenario Narrative

A large pipeline company called Trekergy, is seeking a license to twin their existing pipeline, originally built in the early 1960s. The proposed route would take heavy crude from the area around Edmonton, to the Port of Vancouver, through the city of Kamloops.

Across the life of the existing pipeline, Trekergy has had 80 spills, totaling 40,000 barrels of oil. The current capacity of the pipeline is 300,000 barrels per day. Twinning the line would add an additional 600,000 barrels per day, bringing total movement through the lines to 900,000 barrels per day.

Total cost of the line is $7.5 billion. In the first 20 years, pipeline will generate $50 billion new tax dollars, of which $8 billion will be for British Columbia, and $22 billion for Alberta with the remainder for Canada.

In 2019 Trekergy had $13 billion in revenue, which, after tax, resulted in the company recording $740 million in profits.

Group Options

Commissioners	Squamish Nation	Musquem First Nation
Trekergy	Treaty Alliance Against Tar Sands	Alexis Sioux Nation
Métis Nation BC	Alexander First Nation	Coldwater Indian Band
Ermineskin Cree Nation	Unifor	Sunchild First Nation
Tsleil-Waututh Nation	City of Vancouver	NDP Gov. of British Columbia
Gunn Lake Métis Local	BC Métis Federation	UCP Gov. of Alberta

ASSIGNMENTS
At noon on Day 1 you will be asked to self-enroll into a group of your choosing on D2L. Enrollment is on a first come first serve basis (so set your phones/calendars/watches). After the groups have filled up and you and another student want to trade groups, please email me and CC the other student detailing the switch and I will facilitate that.

Commissioners:

Criteria for Pipeline Evaluation (10%)
The commissioners group will have a slightly modified evaluation criteria. This group will be required to provide a one-page list of criteria outlining how the commissioners will evaluate the pipeline. These criteria can be drawn from existing real-world criteria (Canada and the world), course readings, and lecture material. The criteria **may not** be exclusively rooted in Canadian/Settler/Mainstream world views or orientations to pipelines. This must be drawn up and sent to Dr. Voth for dissemination to the class by 2pm on Day 2. Dr. Voth will meet with the commissioners on Day One to answer any questions you have.

This criteria must **later** be accompanied by a three page paper detailing how the criteria were

arrived at, and why they were chosen. This short paper may be handed in by email to Dr. Voth with your final report. It should be argumentative in nature (it needs to have a single point outlining what you were looking to accomplish), and include a thesis statement, and sources.

Final Decision (20%)
The commissioners will produce a final paper detailing their decision on approving or rejecting the pipeline. This will be formatted and conform to all the specifications in the Final Project description below.

This must be a single paper from the group. No dissenting opinions are permitted. The task is to come to a position and argue it. You are welcome to use notes and data collected during the negotiations and hearing. This paper must also be argumentative, using your criteria to justify the approval or rejection of the pipeline.

Individual Participation (20%)
This will be administered in the same fashion as the rest of the class. See below for details.

Hearing Organization (10%)
Rather than making a presentation, your group will be tasked with organizing the hearings on Day 5 of the class. Your tasks include, but are not limited to:
- Figuring out how to do this in an online format (Dr. Voth will be available to provide advice and troubleshoot)
- Developing an agenda
- Developing a format
- Communicating the format to the participants
- Chairing the day-long hearing
  - Ensuring it runs on time
  - Leading any discussion
  - Managing presenter interactions

This task must cost you **zero** dollars.

This will be a pass/fail assignment.

Individual Open Book Quiz
This will be administered in the same fashion as the rest of the class. See below for details.

All Other Groups:

Group Work Final Project: Pipeline Negotiation and Hearing (30%)
Indigenous governance from the Pacific coast, to Alberta and across the North West Plains has continually run up against the desire to extract natural resources from Indigenous peoples' territories, and ship those resources to markets via other Indigenous peoples' territories. To learn more about how Indigenous governance interacts with this desire, this course will simulate a modified pipeline negotiation and hearing.

Your task will be to represent a party within the hearing, and argue the case of that party to the hearing's commissioners.

Rather than take on the identity of that party, think of it more along the lines of representing the party in the pipeline negotiations. This **does not** mean you have to argue what that party has argued about pipelines in the past. This pipeline negotiation is designed to be a space for all parties from the commissioners to the Indigenous nations to the company to governments, to be creative and think *differently* about the issue at hand. Don't feel constrained by past actions, instead, try to apply what we are learning about Indigenous governance in creative ways that are not necessarily linked to what would happen in real life. This is how we come up with new approaches to old issues.

On the first day of classes, you will be asked to self-enroll into one of the possible parties to the hearing. Groups will vary, and one group will have the opportunity to become the commissioners (see below for a list of parties to the hearing). Each party to the negotiation will have a briefing book that outlines **introductory** documents that will **help begin** to inform the group's arguments, and outline more about how your party has thought about issues in the past. Again, you may choose to run with that logic, or choose to deviate from it. Your group may wish to seek out additional information to inform their position. The introductory documents are designed to help get you started on the right foot.

Throughout the day and week, you will convene in your group on a schedule of your choosing and begin working on your submission to the commission. The end product of your group sessions will be the development of:

1. A single 6-8 double spaced page position paper, outlining your position on the proposed (fictitious) pipeline.
   a. As you undertake this task, keep in mind the following question: Who and/or what world views were advantaged and disadvantaged by the hearing structure? Is a more just structure possible? This doesn't have to be in the paper, but it is helpful to keep in mind as you engage your tasks.
2. A 10 minute presentation to the commission, with an additional 5 minutes set aside for questions from other parties.

Only one final position paper is to be uploaded to D2L per group. A single grade will be awarded to all members of the group for the position paper.

This position paper must include:
- ☐ An Introduction
- ☐ A central thesis statement formed into one complete sentence. The thesis statement must articulate what positions are being staked out, and must appear in the introduction
- ☐ An analytical framework (what will you examine, or use, to argue your thesis). This is usually formatted into two or three points/ideas that offer argumentation on different, but related points supporting your thesis
- ☐ Sentences transitioning and/or linking one point or idea to the next

☐ A conclusion in which the group provides a summation of their ideas. Your conclusion needs to be clearly connected back to your central thesis statement.
☐ Conform to the formatting requirements listed below
☐ Cite and integrate four (4) scholarly sources. Assigned/required readings can (and are encouraged to) be used to meet this requirement. Locker content cannot be used to meet this requirement. References and title page do not count toward your page limit.

You may include appendices in your position paper. They do not count towards your page limit.

Here is a suggested schedule for your group sessions (Feel free to use or deviate from this as much as is helpful):

Day 1 – Introductions, begin reading the package of information, begin identifying additional avenues for research if needed.
Day 2 – Group discussion on what you found in the readings, how that material connects to the content lecture, and what you still need to find out. Identify key points of the issues to be discussed in the week ahead. Assign tasks for further research if needed. Reach out to other groups to explore possible collaboration.
Day 3 – Research and reading tasks continuing. Greater effort placed on honing positions, and translating that position into an oral presentation form, as well as a written product. Additional negotiations happening to see if you can find common ground with other groups.
Day 4 – Last push on negotiations and collaborations with other groups. Research and reading tasks wind down. Continue drafting and refining position. Ideally, you could also begin peer editing the presentation.
Day 5 – All day simulation of the pipeline negotiation. Take notes during other presentations. Be prepared to ask, and answer questions of the other presenters. Commissioners need to be prepared to run the day without the help of the instructor (though the instructor will be present).

Essay Style and Formatting
Students must use APA (author date) citation style. Your position papers will be graded on a percentage scale mirroring the course's letter grade/percentage scale. Guidelines for what different quality position papers look like can be found on D2L.

Format: All position papers must be:
• Type written (except where an exception has been granted by the instructor or a TA)
• Double Spaced
• Size 12 Times New Roman Font
• Left and Right Margins set at 1" or 2.54 cm
• Top and Bottom Margins set at 1.25" or 3.17 cm
• Page limit is calculated using only pages of body text (not title pages or references)

Submission: Position papers must be uploaded to D2L by **23:59 (11:59 PM)** on the day that they are due. Never hand in a copy of your paper to the department, or to a mailbox or by email. Please upload your assignments to the appropriately named dropbox. D2L will give you a confirmation message and send a confirmation email once the file has been successfully uploaded. **PLEASE NOTE:** If you **do not** receive a message that the upload is successful, and

do not receive an email confirming that it is successful, then the upload was likely **NOT** successful. Please try again. Not successfully uploading your assignment and missing the deadline **will result** in late penalties. Please hold onto your confirmation email until the end of term. In addition, you have the ability to check to make sure the correct version of the assignment was uploaded. Please re-download your submission to make sure it was the one you intended, and didn't get garbled in the upload. You must ensure you upload the correct file for grading. The material submitted is what is graded. If it is a page of code, that will be awarded a zero.

COMMUNICATION BETWEEN GROUPS
One of the most interesting elements of this course is the opportunity to communicate with other groups of students representing different parties. You are encouraged to talk with, test ideas, engage, consult, collaborate, negotiate, etc with other groups. Each group must choose how they reach out and manage engagement with other groups. One option would be to appoint a point person for communication coordination so that other groups know how to get in touch with you. In person, email and Zoom meetings between groups might be a good place to start.

INTER-PERSONAL DISPUTE RESOLUTION
This course embraces conflict. For students who become anxious in conflict rich environments, this course may not be for you. Students will be asked to engage in disagreements with the aim of finding different ways of dealing with a complex issue. This does not mean that the issue at hand can be "solved" in a way that all participants will agree. Rather this is about acknowledging where movement can be made, and being creative in trying to get to "yes" or "no" through one's disagreements with others. Through all of this, we come to know the complexities of issues, and appreciate that strengths and weaknesses surround and permeate controversial issues.

In a course with adult learners the expectation is that all of the disagreements will be polite and respectful (remember, I made all of this up, none of it is actually happening). All students are expected to conduct themselves courteously and professionally with other students, particularly those on opposing sides of an issue.

Should there be inter-personal conflict, students may petition the instructor in writing for mediation. This conflict should be beyond the scope of what is expected in the simulation.

Finally, students are to familiarize themselves with the Stanford Prison Experiment (HINT: this is not part of the Easter Egg). It possesses lessons about ethical engagements in simulations. Please work within and between your groups to not become the parties you represent. Remember, all of this is fictious, and is designed for us to look at difficult decisions and ways of living together through an Indigenous governance lens.

Individual Participation Assessment (20%)

In addition to the grade you will receive for your final position paper, the group will also provide the instructor with a report on the functioning of the group.

At some point each day, the group ought to touch base to evaluate the strengths and areas for improvement in individual and group functioning from the previous day. I recommend doing this as your first order of business every day. Students are asked to assess the workload distribution from the day before, hear reports stemming from the assigned tasks, and then provide helpful, generous feedback to their peers about the functioning of the group, and workload distribution. This process mirrors the group reflection activities deployed in problem based learning education models. To this end, groups may want to track the advice they provide to each other, or come up with a form of "compliance" or "accountability" check on assigned duties.

After you have submitted your final paper, the group will need to provide a single spaced, **one page**, recommendation to the instructor about the disbursement of a zero-sum pool of points. Every individual member of the group will be allocated 50 points. The group must collectively tally up those points, and decide how to distribute them. If some group members worked harder, or took on additional tasks, the group may wish to allocate those individuals more points. If there is an individual who did not carry their weight, the group may decide to allocate that individual fewer than 50 points. If the workload was even, the pool can be divided evenly.

Please note: A well-functioning group with even distribution of labour would be seen as *competent* from an evaluation perspective (see evaluation criteria on D2L). In cases where points are being distributed evenly, the group would have to make a case with clear argumentation and evidence for why its functioning was *exceptional*. It is up to the group to make this case, and the instructor has a very high threshold for awarding grades in the *exceptional* range.

The decision making process must be group based. A single group report must be provided to the instructor via a D2L Dropbox.

These point allocations are only a recommendation. The instructor awards final grades. After receiving the group allocation, the instructor may request additional information from the group.

Group Presentations (10%)
As part of the final pipeline hearing, students must build a 10 minute presentation on the position. Please be ready to answer questions from other groups, and have questions ready for your peers.

These will be graded on a pass/fail model with comments provided by the instructor.

Presentations **cannot** be more than 10 minutes.

What does a good presentation look like?

> **Please see Assessment guidelines on D2L.**

Syllabus Easter Eggs (5%)
An Easter egg has become a phrase used to describe a hidden treasure in popular culture. These

can be messages, images, or tasks embedded into games, programs, and documents. There are three Easter eggs hidden across this syllabus, and the supplemental assessment guidelines on D2L. To reward you for reading it all carefully, if you find all three, and upload your answers to D2L, you will earn 5% of your final grade. This task is designed to encourage you to read the syllabus in full, so, should you find the Easter eggs, please do not tell your peers.

Please submit your answers in a MS Word doc to the appropriate D2L dropbox.

Individual Open Book Quiz (35%)
The university recently updated its policies on Block Week format courses. Instructors are required to provide a minimum of 30% of the final grade to students before the withdrawal deadline. As such, there will be an online, open book quiz that can be taken once, and then re-submitted with corrected answers. The initial attempt must be **started by 11pm on Day 3 of Block Week**.

For the purposes of the University Calendar, this should be understood as a take-home quiz completed online. On Day 3 of class, students will be able to access the D2L multiple choice quiz. Students will have 24 hours to complete this quiz from that moment.

The content of the quiz is made up from the entire course, meaning there will be things on the quiz we have not talked about, and readings you might not have gotten to yet. With the university guidelines noted above, this is unavoidable.

If a student wishes, they may take their quiz a second time, offering updated answers to any incorrect answers. The higher of the two scores will be your final grade on the assessment. The second attempt must be completed by the date noted above at the front of the syllabus.

The Quiz will consist of text passages, and questions stemming from the required readings, lectures, films and in-class discussions. It will be *heavily* weighted to the readings. You will be tasked with selecting the best answer from five possible choices. It will not be enough to simply know a fixed definition of a term or concept. Rather, students will be asked how concepts relate to course readings, and to other course concepts, and to interpret meanings from the required readings. In this fashion, the choices will require more thought than a conventional multiple-choice test. The test will not exceed 35 questions.

HINT: Do not be fooled by an open book format. This is a much more challenging assessment than a multiple-choice closed book test. You'll have lots of time to complete it, so take your time.

You must undertake this test on your own, and you must re-take the quiz on your own as well. However you may use your texts, notes, or lecture materials if you wish. Failure to sit the entirety of quiz on your own will be treated as possible plagiarism, and an investigation will be opened. If a classmate asks you for help answering questions, consider using this line: "I'm so sorry, this is an individual assessment, we all have to do it on our own."

The questions for this assessment will be randomized, meaning that you will not receive the

same questions, or the same order of questions as your peers.

Please click on the "save" button regularly.

Once you complete the quiz, click on "Go To Submit Quiz" and follow the prompts.

Failure to start the test will mean you do not have the full 24 hours to complete, and leaving it until after the close date and time will result in a zero for your first attempt.

Final Exam
There is no final exam for this course.

EXTENSIONS
Extensions will not be granted in the 72-hour period leading up to an assignment's deadline, except in cases of an emergency and only if accompanied by supporting documentation. I love limericks. Learning to manage one's time is a key component of university life, and students are expected to plan out their work accordingly.

LATE PENALTIES
Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated the same. Late papers, those without an extension granted by the instructor, will be docked 3% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A note of caution: computer failure is not grounds for an extension. Always back-up your work to avoid last-minute catastrophes. You have free access to auto-backup cloud services through OneDrive – please use them.

To reiterate above – failure to upload the correct file, or a corrupted file does not entitle you to an accommodation. The material submitted is what is graded. If it is a page of code, that will be awarded a zero.

Students who confront emergencies are asked to reach out to the instructor as soon as they are able to do so. Documentation will be needed to confirm the emergency. In some cases, the only accommodation may be for the student to apply for a Deferral of Term Work from the Registrar's website.

WRITING
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 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 (3rd floor of the Taylor Family Digital Library) or at
http://www.ucalgary.ca/ssc/writing-support

GRADE SCALE:

The following grading scale will be used:

A+ (90-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-89)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

INSTRUCTOR GUIDELINES:

Any modification to a student's progression through the course stemming from a medical ground must be taken to the Student Accessibility Services (SAS). Simple matters like single extensions, or single excused absences can be handled by the instructor or TA in accordance with the instructions above. Timely contact with the instructor regarding the accommodation request is required.

Students requiring assistance are encouraged to speak to the instructor during class or during 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.

The instructor takes a particularly dim view of plagiarism. Please familiarize yourself with the plagiarism guidelines below and in the University Calendar. In addition, every permitted detection method will be used to guard against cheating.

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.

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. Browsing the web or watching videos during lecture is extremely disruptive to others around you and will not be tolerated.

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 a student feels that their work has been unfairly graded, the student must submit written argumentation to the instructor about precisely where/how the awarded grade and feedback is out of alignment with the evaluation criteria on D2L. Students must also argue why their assignment *is* consistent with the assignment instructions outlined in the syllabus, (and discussed in class), as well as the resources on D2L. All normal timelines set out in the University Calendar continue to

apply. Students' grades are arrived at through thoughtful consideration of the submitted work, and after providing in-text and general feedback. A generous and reciprocal educational environment calls for students to challenge grades by offering equally thoughtful argumentation on why the grade and feedback may be out of alignment with the evaluation criteria.

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). 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).

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.

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

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

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

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

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

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

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

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

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

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

Required Access to Technology
Please see the University's resource page at
https://ucalgary.service-ow.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-material-protected-by-copyright.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.

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

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower, MT 116.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
  Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
  Phone: 403-220-6551
  Email: arts1@su.ucalgary.ca, 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/.