POLI 408 (L01) Indigenous Governance

Pre/Co-Requisites: POLI 338 or 3 units in courses labelled Indigenous Studies
Anti-Requisites: Credit for POLI 408 and 345 will not be allowed.

Instructor: Dr. Daniel Voth
Lecture Location: MS 211, plus group breakout rooms
Lecture Days/Time: MTWRF 8:30 – 16:30

Email: professor.voth@ucalgary.ca
Office: SS740
Office Hours: By appointment

COURSE DESCRIPTION:
POLI 408 includes a significant amount of mandatory group work. This course asks students first to imagine new forms of decision making and dispute resolution that implement Indigenous governance traditions in place of Canadian and Albertan ones. Second, through intensive examination of the ways we can change current governing processes, practices and their attending economic logics, students will then build structures/institutions to effect those imaginings. Students will work through course content using the real-world scenario of creating treaty enabling documents through negotiation. This scenario will illuminate the way elements of Indigenous governance like ontology, kinship, gender relations, and the treaty relationship can be given voice in the spaces Indigenous and non-Indigenous peoples share. Each day, students will split their time between content lectures, and group preparation for the final negotiation day. The material covered in class will help contextualize and animate the issues that each group of students must face as they prepare for the negotiation.

While this course has been run as a simulation for many years now, this particular simulation scenario is new. There will be hiccups and things that need more work. Students are encouraged to keep Dr. Voth informed about what makes sense, and be prepared to be flexible through the class. In return, Dr. Voth will offer the same transparency and flexibility to you as well.

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

The course will be led by Dr. Daniel Voth.
COURSE OBJECTIVES & LEARNING OUTCOMES:
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.

Conceptual:
• 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
• Articulate to peers and family the ways in which Indigenous governance structures interact with settler institutions on key questions of public importance

Capacities:
• 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.

REQUIRED TEXTBOOK:
There is no required textbook for this course. All readings will be provided on the Desire to Learn (D2L) course website. If you were a bird, what bird would you be and why? The course content and readings are all subject to change.
## COURSE COMPONENT WEIGHTS AND DUE DATES:

### Treaty Commissioners:

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>WEIGHTING</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Setting the Topics, and Number of TEDS</td>
<td>10%</td>
<td>Day 2 @ 2pm</td>
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<tr>
<td>Group Work Final Report</td>
<td>30%</td>
<td>September 15</td>
</tr>
<tr>
<td>Individual Participation</td>
<td>20%</td>
<td>September 25</td>
</tr>
<tr>
<td>TIGR Last Day Organization</td>
<td>10%</td>
<td>Day 5</td>
</tr>
<tr>
<td>Syllabus Easter Egg Bonus</td>
<td>1%</td>
<td>Day 4 11pm</td>
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</table>
| Individual Open Book Quiz                      | 30%       | 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 September 29 (see below) |

Total: 101.00%

### All Other Groups:

<table>
<thead>
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<th>COMPONENT</th>
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<tr>
<td>Group Work Final Project</td>
<td>40%</td>
<td>September 15</td>
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<tr>
<td>Individual Participation</td>
<td>20%</td>
<td>September 25</td>
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<tr>
<td>Group Presentation</td>
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  Second Attempt: Changes to incorrect answers must be completed by 11:00PM September 29 (see below) |

Total: 101.00%
If a student misses a required course component, please get in touch with the instructor as soon as possible.

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

<table>
<thead>
<tr>
<th>Day #</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to the course, terminology, group selection</td>
<td>Syllabus, Group packages</td>
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<tr>
<td>2</td>
<td>Treaties, unceded land, modern treaty process</td>
<td>D2L Readings Unit 2</td>
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<td>3</td>
<td>The land as an active participant in governance</td>
<td>D2L Readings Unit 3</td>
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<tr>
<td>4</td>
<td>Tensions between Governance and Economics</td>
<td>D2L Readings Unit 4</td>
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<tr>
<td>5</td>
<td>Day Long Simulation</td>
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**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 major decolonizing initiative has begun in Alberta. All provincial and federal political parties represented in the legislative branch of government agree that the current governing framework is oppressive, based on a series of land thefts from Indigenous peoples, and completely inconsistent with the Treaties. The Legislative Assembly of Alberta, and the Parliament of Canada have passed laws and resolutions unanimously dissolving the 1867 Constitution Act and 1982 Canada Act and will embark on a process of implementing the Treaties as the foundational governing principles of Alberta.

You have been tasked with implementing Treaty #7. Note that you are not re-negotiating the Treaty. You are implementing it.

Using primarily Indigenous oral traditions of the Treaty, you are tasked with joining a party to the Treaty Implementation of Governing Relationships (TIGR) process. You must get to know this party’s perspective, and advance a position that implements a governing and economic framework for Alberta, inspired by Treaty #7. You can be creative in how you craft this position, it can be informed by reality, but it does not have to be what your chosen group/party actually would advance in real life.

The TIGR process’s goal is to craft a number of Treaty Enabling Documents (TEDs) that set out governing specifics between Indigenous peoples and Albertans. These TEDs must reflect several core principles:

2. Non-dominating sharing relationships
3. Revisability of the Enabling Documents
4. Relationality encompassing humans, non-human animals, and land and waters

To be clear: TIGR is the negotiating body and it is trying to design TEDs. These TEDs could touch on a range of relationships including dispute resolution processes, land use, land management, resource management, relationships with the climate, how to govern cities vs rural areas, relationships with domesticated and wild animals, economic relationships.

The Treaty Commission group is tasked with guiding and facilitating these negotiations. The tasks for the Treaty Commissioners will be slightly different than the other parties to the TIGR. After enumerating the possible different groups, you will find a breakdown of the tasks for the Treaty Commissioners and following that, you will see the assignment instructions for all other groups.

Group Options Assuming Full Enrollment (Not all Groups Will Be Available)

| Treaty Commissioners | Tsut’ina | AFL/Unifor
| Sikisika | Métis Nation of Alberta | Alberta Chamber of Commerce
| Kainai | Ktunaxa Nation | Alberta Federation of Agriculture
| Piikani | Blackfeet Nation | Gov. of Canada
| Stoney Nakoda Bearspaw + Chiniki | City of Calgary | 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.

Treaty Commissioners:

Setting the Topics, and Number of TEDS (10%)
The Treaty Commissioners have a slightly modified assignment structure. The role of the Treaty Commissioners is to facilitate negotiations, and facilitate concluding TEDs through the TIGR process. As a first step, this group will set out a one-page agenda that lays out the specific topics (or areas) of negotiation. This group may choose to structure the TIGR process around negotiating one very large TED, or it could be broken up into negotiations for as many as ten different TEDs. This is the decision that the Treaty Commissioners must make, and their goal is to design and guide the TIGR process in a way that encourages concluding TEDs that capture the four principles noted above.

The Treaty Commissioners must draw-up their plans for what TEDs will be negotiated 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 one-pager must later be accompanied by a three-page paper detailing how the specific areas of negotiation were chosen, and what structures you considered to maximize productive negotiation (and why you selected the ones you did). 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. You cannot only structure TEDs around methods of negotiation that are in use today. Please consider Indigenous concerns about how to live well and how to make decisions, concerns that non-Indigenous society might not think are all that important (think creatively).

Final Report (30%)
The commissioners will produce a final paper detailing the results of the TIGR process, and which TEDs have been agreed to, and how those TEDs achieve the four principles noted above. The paper can also reflect on the facilitation of negotiation and comment on the structure chosen. 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, scholarly sources to explain the link between the agreed upon TEDs and the four principles.

Individual Participation (20%)
This will be administered in the same fashion as the rest of the class. See below for details.
Final TIGR Day Organization (10%)
Rather than making a presentation, your group will be tasked with organizing a final day of negotiation designed to reach agreement on as many TEDs as possible. This will occur on Day 5 of the class. Your tasks include, but are not limited to:
- Designing a format (Dr. Voth will be available to provide advice and troubleshoot)
- Developing an agenda
- Communicating the format to the participants
- Facilitating the day-long meeting
  - 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: (40%)
The Numbered Treaties are often talked about by Elders and Indigenous scholars as the foundation of Western Canada. However, they are not treated as the foundation for different peoples living respectfully with each other. To learn more about how the treaties inform a body of relations designed to facilitate different peoples and beings living with each other, this course will simulate a Treaty Implementation of Governing Relationships (TIGR) process.

Your task will be to represent a party within the negotiation (see options above), and argue the case of that party in the creation of Treaty Enabling Documents (TEDs).

Rather than take on the identity of that party, think of it more along the lines of representing the party in the TIGR process. This does not mean you have to argue what that party has previously argued about any of the topics under discussion. Rather, this implementation scenario is designed to be a space for all parties from the commissioners to the Indigenous nations to Canada and Alberta, to be creative and think differently about the issues 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 class, you will be asked to self-enroll into one of the possible parties to the TIGR process. 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/interest has thought about a range of Indigenous-state 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.

The Treaty Commissioner group will be setting up and facilitating the negotiations. They are on the side of trying to get parties talking with each other productively. They also will provide the list of topics to be turned into Treaty Enabling Documents.

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

1. A single 6-8 double spaced position paper, outlining your position(s) on the TEDs.
   a. As you undertake this task, keep in mind the following question: Who and/or what world views were advantaged and disadvantaged by the TIGR process? 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 TIGR process, 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 final TIGR negotiations. Take notes during other presentations. Be prepared to ask, and answer questions of/from 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:
• Written in MS Word, not submitted in a PDF
• 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 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 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). The Stanford Prison Experiment 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 fictitious, 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 TIGR process, students must build a 10-minute presentation on their group’s position.

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 Egg Bonus (1%)
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 a bonus 1% 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.

Individual Open Book Quiz (30%)
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 academic misconduct, 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 and would love to read one from you. 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:

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<th>Percentage</th>
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**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 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.

Use of AI platforms like ChatGPT is prohibited for assessments and paper writing. Using AI platforms in assessments of your knowledge of course material, or in place of expressing your views in writing is cheating and will be reported to the Dean’s office as academic misconduct.

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

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](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](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](http://www.ucalgary.ca/pubs/calendar/current/i-2.html)

*For Reappraisal of Final Grade, see Calendar I.3*

**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](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](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/](http://www.ucalgary.ca/wellnesscentre/)

*Student Wellness Services*: [https://www.ucalgary.ca/wellness-services/services/mental-health-services](https://www.ucalgary.ca/wellness-services/services/mental-health-services)

*Campus Mental Health Strategy website*: [https://www.ucalgary.ca/mentalhealth/](https://www.ucalgary.ca/mentalhealth/)