



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 429 L01
Electoral Behaviour
Winter 2020, COVID 19 Version

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OFFICE HOURS: <https://thomasm.youcanbook.me/>
appointments are mandatory
ONLINE MEETING SPACE Zoom via Communication menu on D2L
COURSE WEBSITE <https://d2l.ucalgary.ca/d2l/home/291905>
PRE-REQUISITES: POLI 321 or POLI 399

As a result of the University's decision to move teaching and exams for the Winter 2020 term to remote delivery, I am making the following changes to POLI 429:

- Course lectures will be delivered by video. This will allow students to work through material at their own pace. My hope is to avoid issues where students aren't able to access a class in real time due to tech issues.
- Course lectures will be grouped by topic. The topics that will be covered are Topics 10 to 14 listed below.
- After watching each group of lecture videos, students will be required to complete a series of questions on Top Hat. These will be assigned as homework. Students will have one chance to answer each question. Each question will have a balance of participation and correctness marks that mirror existing Top Hat practice.
 - Sometimes, the marks will be 100% participation. Other times, they will be a blend between participation and correctness. Other times, they may be 100% correctness.
- Weekly meetings will be held each Wednesday via Zoom during class time starting **Wednesday March 18**. These will be for students to ask questions for clarification about the content in the videos and the readings. The final exam review will also be held via Zoom and scheduled at a later date.
- Office hour-type consultations will be held in-person, over the phone, or via an online platform such as Zoom or Skype. Meetings and their mode will be scheduled on a case-by-case basis. Appointments remain mandatory.
- The final exam will now be open book. Part of the exam will be a series of multiple choice and closed ended questions administered on D2L via the Quiz function. The essay question for the final should be uploaded to the D2L Dropbox. As per university instructions, the final exam will be due to D2L at **1030 am on April 23**.

Students must choose between one of the following three options to complete the course for credit:

- **OPTION 1:** complete the course components as outlined in the original syllabus. This includes the research project (35%), the final exam (20%), and Top Hat (10%).
 - *This option is recommended for students who are well set up to work from home, are healthy, and are already excelling in the course.*
- **OPTION 2:** complete the final exam (40%) and Top Hat (25%).
 - *This option is recommended for students who, due to changes in other courses, now have a large number of papers, essays, or take-home assignments due at the same time, or for students who now have trouble accessing the materials they need to complete their research project.*
- **OPTION 3:** complete the research project (45%) and Top Hat (20%).
 - *This option is recommended for students who, due to changes in other courses, now have a large number of papers, essays, or take-home assignments due at the same time. Students are advised to choose this option if they have already made considerable progress on their research project.*
- **OPTION 4:** complete only Top Hat (65%).
 - *This option is only for students who have been hit particularly hard by COVID-19, either with frontline or essential work duties (i.e. pharmacy, grocery store, health care), by child care responsibilities, or by a home context that is incompatible with academic work. Students who choose this option will be asked to provide a brief outline of how their ability to work has been constrained through the crisis.*

Students are asked to notify me of their choice by email at thomasm@ucalgary **AS SOON AS POSSIBLE.**

COURSE DESCRIPTION

Politics in most representative democracies revolve around elections, and how people think, feel, and act in them. This course focuses on the factors that shape voting behaviour in Canada, and the debates highlighted throughout the term will be examined in light of recent Canadian federal elections.

By the end of the course, students should:

- Understand the dynamics and psychology of individual electoral behaviour;
- Understand the common research methods used in studying electoral behaviour and a basic understanding of how to interpret these methods;
- Understand how to derive empirical expectations of electoral behaviour and/or election outcomes based on prior research;
- Understand the historical and institutional context for elections;
- Begin to be able to step outside of individual preferences to understand broader generalizations in electoral behaviour;
- Be able to see past journalistic accounts of elections and campaigns to foundational aspects of Canadian political behaviour.

COURSE FORMAT

This course typically follows a lecture format, though some sessions will be run as seminars if enrolment permits. Students are expected to complete readings prior to class sessions, and to arrive prepared to discuss the material.

COURSE REQUIREMENTS AND GRADING

Assignment	Due Date	Weight
Top Hat	In class, most classes	10%
Book review	February 14, to Dropbox on D2L	20%
Midterm examination	March 4, in class	15%
Research Project Choice	February 5, on D2L	Pass/fail
Research Project	April 8, to Dropbox on D2L	35%
Final examination	Scheduled by registrar	20%

GRADE SCALE

A+	=	90-100	B+	=	75-79	C+	=	63-66	D+	=	53-56
A	=	85-89	B	=	70-74	C	=	60-62	D	=	50-52
A-	=	80-84	B-	=	67-69	C-	=	57-59	F	=	0-49

Writing Statement:

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered 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>.

LATE POLICY

Extensions will only be granted for the Book Review, Research Paper or Research Projects in exceptional, documented instances of illness or personal/family emergencies. Late work will be deducted a letter gradation per day (A to A-, A- to B+, and so on) including weekend days. **Reviews, Papers, and Projects will not be accepted 7 calendar days after the due date.**

EMAIL AND OFFICE HOURS

Please feel free to email me with questions throughout the term. I'll do my best to answer within 24-48 hours. A handy guide on how best to structure those emails can be found here: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>.

Appointments are mandatory for office hours. The best way to book is through thomasm.youcanbook.me. This ensures that your time is officially blocked off in my calendar, and I

also find this is one of the best ways for me to learn students' names. Of course, if there is an emergency or if your question is urgent and on campus, you should feel free to stop by my office without an appointment.

TOP HAT

Students are responsible for ensuring they are registered on the Top Hat system, and that their responses/presence is properly recorded by the system. Top Hat questions may appear in some, but not all lectures. A portion of some questions may be attributed solely to participation (i.e. simply providing an answer, even if it's wrong, may = a part of a point). Students who are not present may ask for these participation marks, but only in exceptional, documented instances of illness or personal/family emergencies.

BOOK REVIEW

Students are required to review the following book:

Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago, University of Chicago Press.

The book is available at the bookstore, but for ebook readers, there should be a copy at the library. Ebooks are also available for purchase directly from the publisher. Instructions for format, length, and content of the review are available on D2L.

PROJECT

You must choose from **ONE** of the options listed below. Whichever option you choose, you are strongly encouraged to meet with me well before the due date in order to ensure that you submit your best work – to do this, use thomasm.youcanbook.me to make an appointment.

NOTE: You **MUST** provide the requested information about your project by **February 5** on D2L (see below). Failure to do so results in a 10-point deduction off the final grade for the assignment. When you read this, send me a gif of a kitten to confirm you have read this portion of the syllabus.

For each choice, you must provide citations for all sources that you have used. These should be cited in the text using the following format: (Smith, 2015: 96) with the full bibliographical reference appearing as an appendix to your report. Every student **must** provide a preliminary bibliography and a brief (one to two paragraphs) summary of your proposed topic and, if relevant, group members, by **February 5** to D2L.

Option 1: Individual Term Paper

- Students selecting this option will write a term paper on their choice of topic that relates to electoral behaviour or public opinion in Canada. The paper should be no more than 3500 words. Please include the word count on your title page. Your bibliography does not count toward the work limit.
- Your paper should address a clear question, synthesize the academic literature on the topic and develop a well-reasoned response to your motivating question. You may choose, if you wish, to

address your question by comparing Canada with another country. You are also expected to do additional reading and research.

Option 2: Individual or Team Paper with Data Analysis

- For this assignment, students can choose to complete the project on their own OR they can form teams of two to four members. You will formulate a research question and then conduct original research in order to come up with an answer. Your research method could involve the analysis of existing data (e.g. from the Canadian Election Studies <http://www.queensu.ca/cora/ces.html>) or statistics from official sources or the collection of your own data through e.g. interviews, a survey, a content analysis of election coverage. If your research will involve interaction with human participants, you MUST first obtain ethics certification. This is a relatively straightforward process but should be initiated as early in the term as possible in order to allow time for the approval process.
- Your report must identify a clear research question and must include a review of the relevant academic literature, an explanation of your research methods, an analysis of your findings and a concluding discussion. The length of your report will vary depending on the size of your team: one student (between 3500 and 4000 words); two members (4000 to 5000 words), three members (5000 to 6000 words, four members (6000 to 7000 words). These word counts exclude bibliographic references.
- To do well on this project, it is particularly important that you consult with me. I will be happy to provide guidance but I can only do this constructively if you consult me well before the submission deadline and particularly while you are designing your research and analyzing your data.
- You may assign responsibilities as you wish among team members. Every member of the team will receive the same grade for the written report and must submit a signed peer evaluation form to confirm that all group members contributed equally and productively to the project. This form is available on D2L.

Option 3: Group Project – Party Strategist Option

- For this option you will form a team of four members. Each team will select one federal political party and then assume the role of campaign strategists preparing for the next federal election. Your team will prepare a report that draws on the academic literature to analyze the strategic challenges that confront your party and that recommends a strategy for the party as it prepares for the next election.
- In preparing your report, you will be expected to draw on what you have learned during the course from both class discussions and course readings. You are also expected to do additional reading and research. Be sure to provide supporting evidence for your analyses and recommendations and to explain and justify any assumptions that you are making. You are welcome to consult me about sources and, of course, to discuss your ideas as you work on the project.
- The expected length is between 6000 and 7000 words, excluding bibliographical references.
- You may assign responsibilities as you wish among team members. Every member of the team will receive the same grade for the written report and must submit a signed peer evaluation form to confirm that all group members contributed equally and productively to the project. This form is available on D2L.

Option 4: Group Project – Media Analyst Option

- For this option you will form a team of four members, and select one region of Canada (Atlantic Canada, Quebec, Ontario, the Prairies, Alberta, British Columbia) and then assume the role of media analysts preparing for the next federal election. Your team will prepare a report that draws on the academic literature to analyse the strategic challenges that confront each party in your region and to assess each party's electoral prospects.
- In preparing your report, you will be expected to draw on what you have learned during the course from both class discussions and course readings. You are also expected to do additional reading and research. Be sure to provide supporting evidence for your analyses and recommendations and to explain and justify any assumptions that you are making. You are welcome to consult me about sources and, of course, to discuss your ideas as you work on the project.
- The expected length is between 6000 and 7000 words, excluding bibliographical references.
- You may assign responsibilities as you wish among team members. Every member of the team will receive the same grade for the written report and must submit a signed peer evaluation form to confirm that all group members contributed equally and productively to the project. This form is available on D2L.

MIDTERM and FINAL EXAMINATIONS

An in-class midterm will be held on March 2, and will cover all the material addressed thus far in the class. The Office of the Registrar schedules the final exam. The final exam is cumulative (2 hours).

Both the midterm and the final exams may consist of multiple-choice questions, short answer sections, and essay questions. You will have a choice as to which short answer and essay questions you answer in those sections of the final. Both examinations are closed-book.

REQUIRED READINGS

Most of the assigned readings for any given topic or class session are academic journal articles. Each article can be accessed on campus or with your University of Calgary VPN from the library, or from Google Scholar. These readings are marked with an “*”. Other readings are chapters available from e-books in the library. These readings are marked, “*E-book, available from the library.*” Finally, readings that are not available in an online format are on reserve at the library (**Reserve**). Our time in class will be best spent if you take the time to read the material in *before* coming to class. Students should feel free to use the required readings as a starting point for their research paper.

COURSE SCHEDULE & TOPICS:

This schedule is tentative and subject to change, both with respect to topic order and assigned readings. Not all topics will be given equal time or weight.

- Introduction to the Course
- Topic 1 – Foundations and Models of Voting Behaviour
 - Cameron Anderson and Laura B. Stephenson. 2010. “The Puzzle of Elections and Voting in Canada.” In Cameron Anderson and Laura Stephenson, eds., *Voting Behaviour in*

- Canada*, Vancouver: University of British Columbia Press, pp. 2-14 **D2L**
- Christopher J. Anderson, André Blais, Shaun Bowler, Todd Donovan, and Ola Listhaug. 2007. *Loser's Consent: Elections and Democratic Legitimacy*. Oxford: Oxford University Press. Chapter 1.
<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1093/0199276382.003.0001>
 - Topic 2 – Are Voters Fools?
 - Larry M. Bartels. 2008. The Irrational Electorate. *Wilson Quarterly* 32: 44-50.
 - Elisabeth Gidengil, André Blais, Neil Nevitte, and Richard Nadeau, *Citizens*, Chapters 3 and 4. **ebook, available from the library**
 - Jason Roy. 2009. “Voter Heterogeneity: Informational Differences in Voting.” *Canadian Journal of Political Science* 42: 117-37.
 - R. Michael McGregor. 2013. “Measuring “Correct Voting” Using Comparative Manifestos Project Data.” *Journal of Elections, Public Opinion and Parties* 23(1): 1-26
 - Topic 3 – Are Canadian Voters Ideological?
 - Ronald D. Lambert, James E. Curtis, Steven D. Brown, and Barry J. Kay. 1986. “In Search of Left/Right Beliefs in the Canadian Electorate.” *Canadian Journal of Political Science* 19: 541-63
 - Michael Lusztig and J. Matthew Wilson (2005) “A New Right? Moral Issues and Partisan Change in Canada.” *Social Science Quarterly* 86(1): 109-28.
 - Christopher Cochrane. 2010. “Left/Right Ideology and Canadian Politics.” *Canadian Journal of Political Science* 43(3): 583-605.
 - Topic 4 – Are Canadians Partisans?
 - Richard Johnston. 2006. Party Identification: Unmoved Mover or Sum of Preferences? *Annual Review of Political Science* 9: 329-351.
 - Elisabeth Gidengil, Neil Nevitte, André Blais, Joanna Everitt and Patrick Fournier. 2012. *Dominance and Decline: Making Sense of Recent Canadian Elections*, Toronto: University of Toronto Press, chapter 4. **ebook, available from the library**
 - Samara Klar. 2014. “Partisanship in a social setting.” *American Journal of Political Science* 58(3): 687-704.
 - Topic 5 – Cleavage Politics (class, religion, language)
 - Elisabeth Gidengil. 2002. “The Class Voting Conundrum.” In Douglas Baer, ed., *Political Sociology: Canadian Perspectives*, Don Mills, Oxford University Press, pp. 307-324. **ebook, available from the library**
 - André Blais. 2005. “Accounting for the Success of the Liberal Party of Canada.” *Canadian Journal of Political Science* 38(4): 821-40
 - Adrian Ang and John R. Petrocik (2012) “Religion, Religiosity, and the Moral Divide in Canadian politics.” *Politics and Religion* 5: 103-32
 - Valérie-Anne Mahéo and Éric Bélanger (2018) “Is the Parti Québécois Bound to Disappear? A Study of the Current Generational Dynamics of Electoral Behaviour in Quebec.” *Canadian Journal of Political Science* 51(2): 335-56
 - Topic 7 – Ethnicity and Voting
 - André Blais. 2005. “Accounting for the Success of the Liberal Party of Canada.”

Canadian Journal of Political Science 38(4): 821-40

- Allison Harell. 2013. "Revisiting the 'Ethic' Vote: Liberal Allegiance and Vote Choice among Racialized Minorities." In Amanda Bittner and Royce Koop, eds. *Parties, Elections, and the Future of Canadian Politics*. Vancouver: UBC Press.
<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=161&docID=10645966&tm=1481748199133>
- Karen Bird, Samantha D. Jackson, R. Michael McGregor, Aaron A. Moore and Laura B. Stephenson. 2016. "Sex (And Ethnicity) in the City: Affinity Voting in the 2014 Toronto Mayoral Election." *Canadian Journal of Political Science* 49(2): 359-83.
- Topic 8 – Regionalism
 - Cameron Anderson. 2010. "Regional heterogeneity and Policy Preferences in Canada, 1979- 2006." *Regional & Federal Studies* 20: 447-68.
 - Elisabeth Gidengil, André Blais, Neil Nevitte and Richard Nadeau. 1999. "Making Sense of Regional Voting in the 1997 Federal Election: Liberal and Reform Support Outside Quebec." *Canadian Journal of Political Science* 32: 247-72.
 - R. Alan Walks. 2004. "Place of Residence, Party Preferences and Political Attitudes in Canadian Cities and Suburbs." *Journal of Urban Affairs* 26(3): 269-95.
- Topic 9 – Gender
 - Elisabeth Gidengil. 2007. "Beyond the Gender Gap." *Canadian Journal of Political Science* 40(4): 815-831.
 - Elizabeth Goodyear-Grant and Julie Croskill. 2011. "Gender Affinity Effects in Vote Choice in Westminster Systems: Assessing "Flexible" Voters in Canada." *Politics & Gender* 7: 223-250.
 - Karen Bird, Samantha D. Jackson, R. Michael McGregor, Aaron A. Moore and Laura B. Stephenson. 2016. "Sex (And Ethnicity) in the City: Affinity Voting in the 2014 Toronto Mayoral Election." *Canadian Journal of Political Science* 49(2): 359-83.
- Topic 10 – Do Canadians Vote their Pocketbooks?
 - Richard Nadeau, André Blais, Neil Nevitte and Elisabeth Gidengil (2000) "It's Unemployment, Stupid! Why Perceptions about the Job Situation Hurt the Liberals in the 1997 Election." *Canadian Public Policy* 26: 77-94.
 - Kat Chzchen, Geoffrey Evans, and Mark Pickup. 2013. "When do Economic Perceptions Matter for Party Approval?" *Political Behavior* 36(2): 291-313.
 - Stuart N. Soroka, Dominik A. Stecula, and Christopher Wlezien. "It's (Change in) the (Future) Economy, Stupid: Economic Indicators, the Media, and Public Opinion." *American Journal of Political Science* 59(2): 457-474.
- Topic 11 – Do Issues Matter?
 - Éric Bélanger and Bonnie Meguid. 2008. "Issue Salience, Issue Ownership and Issue-Based Vote Choice." *Electoral Studies* 27(3): 477-91.
 - André Blais, Mathieu Turgeon, Elisabeth Gidengil, Neil Nevitte and Richard Nadeau. 2004. "Which Matters Most? Comparing the Impact of Issues and the Economy in American, British and Canadian Elections." *British Journal of Political Science* 34(3): 355-63.

- Topic 12 – Are Canadian Elections Leader-Centred?
 - Richard Johnston. 2002. “Prime Ministerial Contenders in Canada.” In *Leaders’ Personalities and the Outcomes of Democratic Elections*. ed. Anthony King. Oxford: Oxford University Press
<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1093/0199253137.003.0006>
 - Amanda Bittner. 2018. “Leaders always mattered: The persistence of personality in Canadian elections.” *Electoral Studies* 54: 297-302.

- Topic 13 – Do Campaigns Matter?
 - Kathleen Searles, Martha Humphries Ginn and Jonathan Nickens. 2016. For Whom the Poll Airs: Comparing Poll Results to Television Poll Coverage. *Public Opinion Quarterly* 80(4): 943-963.
 - André Blais, Elisabeth Gidengil, Richard Nadeau and Neil Nevitte. 2003. “Campaign Dynamics in the 2000 Canadian Election: How the Leader Debates Salvaged the Conservative Party.” *Political Science & Politics* 36(1): 45-50.
 - Patrick Fournier, Richard Nadeau, André Blais, Elisabeth Gidengil and Neil Nevitte. 2004. “Time-of-Voting Decision and Susceptibility to Campaign Effects.” *Electoral Studies* 23: 661-81.
 - André Blais, Richard Nadeau, Elisabeth Gidengil, and Neil Nevitte. 2001. “Measuring strategic voting in multiparty plurality elections.” *Electoral Studies* 20(3): 343-353.
 - Benjamin Allen Stevens, Md Mujahedul Islam, Roosmarijn de Geus, and Jonah Goldberg. 2019. “Local Candidate Effects in Canadian Elections.” *Canadian Journal of Political Science* 52(1): 83-96.

- Topic 14 – Voter Turnout and Participation
 - André Blais, Elisabeth Gidengil, Neil Nevitte, and Richard Nadeau. 2004. “Where does turnout decline come from?” *European Journal of Political Research* 43(2): 221-236.
 - Robert Bond, Christopher Fariss, Jason Jones, Adam Frammer, Cameron Marlow, Jaime Settle, and James Fowler. “A 61-million-person experiment in social influence and political mobilization.” *Nature* 489(7415): 295-298.
 - Alan Gerber, Donald Green, and Christopher Larimer. 2008. “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment.” *American Political Science Review* 102(1): 33-48.
 - Elisabeth Gidengil, André Blais, Neil Nevitte and Richard Nadeau. 2004. *Citizens*. UBC Press, Chapter 5. *Ebook, available from the library*
 - Taiaiake Alfred, Brock Pitawanakwat and Jackie Price. 2007. “The Meaning of Political Participation for Indigenous Youth.” CPRN Research Report.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.555.4162&rep=rep1&type=pdf>
 - Allison Harell, Dimitrios Panagos, and J. Scott Matthers. 2009. “Explaining Aboriginal Turnout in Federal Elections: Evidence from Alberta, Saskatchewan and Manitoba.” *Elections Canada*. <http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1407&context=aprci>
 - Hilde Coffé and Catherine Bolzendahl. 2010. “Same Game, Different Rules? Gender Differences in Political Participation.” *Sex Roles* 62: 318-33.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

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

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

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

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application

for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

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

University Regulations:

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

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.

Copyright Legislation:

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

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final

exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints 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 Library Tower, Room 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:

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

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