

POLI 455 (Protest, Rebellion, and Revolution)

Pre/Co-Requisites: POLI 359	
Instructor: Dr. Ricardo Vernet	Lecture Location: MS 211
Phone: (403) 542-1498	Lecture Days/Time: MWF 10:00 – 10:50
Email: ricardo.vernet@ucalgary.ca	Office Hours: Thursdays 11:30 – 12:30 or by appointment
Office: SS 721	
Instructor Email Policy: Email is the best way to contact the instructor. If you need assistance with course materials and assignments, please come see the instructor during office hours or schedule an appointment.	

COURSE DESCRIPTION

“Excepting war, religion and romantic love, nothing in ordinary human experience has so inflamed the imagination of men, encouraged so many romantic illusions, or broken so completely with the ordinary routine of existence, as has been true of revolution”, declared renowned American sociologist Robert Ezra Park. Revolutions and protest movements are fascinating areas of study. They often constitute a source of preoccupation for political scientists who are concerned with explaining the origins of political change. POLI455 is an examination of protest movements and revolutions. The course explores a range of explanations for when and why movements and revolutions emerge, and their consequences for politics. We are particularly concerned with the linkages between protest movements and political outcomes. Why do protest movements produce such outcomes? Do revolutions liberate men and women or “enslave” them? Do revolutions create better or worse regimes than their predecessors? Under what conditions might revolutionary movements institutionalize democracies? Do protest movements necessarily lead to change in policies? What explains the success of protest movements? In posing these questions, our hope is to explore how revolutionary movements shape political development, and what connections (if any) can be made between formal and informal politics.

COURSE OBJECTIVES & LEARNING OUTCOMES

The purpose of the course is train students to think critically about the origins, processes, and outcomes of protest movements and revolutions. As a learning outcome, students will develop the analytical ability to apply the tools of social movement and revolutionary theory to historical and contemporary cases of protest, rebellion and revolution. Students will also develop the capacity to assess the consequences of extra-systemic forms of organization and mobilization on politics and policies.

REQUIRED TEXTBOOK(S) & READINGS

All course readings are available as links in this syllabus or posted on D2L. If you are unable to access any of the readings, please contact the instructor.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Participation (TopHat and Reading Discussions)	10%	Throughout the term
Midterm exam	20%	Feb 17
Paper proposal	10%	Feb 27
Term paper	30%	March 31
Final Exam	30%	Date set by Registrar
Total	100%	

**If a student misses a required course component, please get in touch the instructor as soon as possible.*

COURSE SCHEDULE & TOPICS

Dates	Themes and Readings
Jan 9/11/13	<p>Course Introduction—Protest Movements and Revolutions</p> <ul style="list-style-type: none"> • Jeff Goodwin and James Jasper, <i>The Social Movements Reader: Cases and Concepts</i>, (Blackwell Publishing, 2015), “Introduction”, pp 3-8, available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1818237&ppg=1 • Karl-Dieter Opps, <i>Theories of Political Protest and Social Movements: A Multidisciplinary Introduction, Critique, and Synthesis</i> (Routledge, 2009), “Protests, Social Movements, and Collective Action”, Chapter 2, pp 33-44, on D2L • Jack Goldstone, <i>Revolution: A very short Introduction</i>, (Oxford University Press, 2014), Chapter 1, “What is Revolution?”, pp 1-9, available on D2L
Jan 16/18/20	<p>The Problem of Collective Action</p> <ul style="list-style-type: none"> • Mancour Olson, <i>Logic of Collective Action</i> (Harvard University Press, 1971), “A Theory of Groups and Organizations”, Chapter 1, pp 5-52 (Available on D2L) • Mark I. Lichbach, “Rethinking Rationality and Rebellion: Theories of Collective Action and Problems of Collective Dissent”, <i>Rationality and Society</i>, vol 6, no 1, (1994), pp 8-39, available at https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1177/1043463194006001003
Jan 23/25/27	<p>Philosophy of Violent and Non-Violent Resistance</p> <ul style="list-style-type: none"> • Jennifer Kling and Megan Mitchell, <i>Philosophy of Protests: Fighting for Justice without Going to War</i>, (Rowman and Littlefield, 2022), Chapter 2: “Bottles and Bricks: Rethinking the Prohibition against Violent Protest”, available on D2L • Martin Luther King Jr, “Letter From Birmingham Jail”, <i>UC Davis Law Review</i>, vol 26, (1963), pp 835-851, available at https://lawreview.law.ucdavis.edu/issues/26/4/articles/DavisVol26No4_King.pdf • Michael Walzer, “The Idea of Resistance”, <i>Dissent</i>, Fall 1960, available on D2L or at https://www.dissentmagazine.org/article/the-idea-of-resistance-michael-walzer-1960

Jan 30/Feb1/3	<p>Making Sense of Protest Movements and Revolutions I</p> <ul style="list-style-type: none"> • Suzanne Staggenborg, <i>Social Movements</i>, (Oxford University Press, 2016), "Theories of Social Movements and Collective Action", Chapter 2, pp 15-33, Available on D2L • Erica S. Simmons, "How do we Explain Protests: Social Science, Grievances, and the Puzzle of Collective Action", in M. Arce and R. Rice, <i>Protests and Democracy</i> (University of Calgary Press, 2019), Chapter 2, pp 23-44, available at https://viewer.canadacommons.ca/artifacts/1879698/protest-and-democracy/2628741/view/?token=gAAAAABjcrBdGb8mLgwdDMbl_L9IDm_cuwZXf44F0rr28V33yBQzj7THHPzwbI9xmb_sXfiAchWYWMOeRoM5kuc8Klz_nawuqOkuboCIPc0yJtnoEBdCPhqXu-uS5DG7OzYck5StgznWru88cLCGEVP1G0jpEVpKfjmw== • Edwin Amenta et al, "The Political Consequences of Social Movements", <i>The Annual Review of Sociology</i>, vol 36, no 1 (2010), pp 287-307 Available at https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/pdf/10.1146/annurev-soc-070308-120029
Feb 6/8/10	<p>Making Sense of Protest Movements and Revolutions II</p> <ul style="list-style-type: none"> • Special Paper Workshop (first 10 to 15 mn of class) • James DeFronzo, <i>Revolutions and Revolutionary Movements, Social Movements and Revolutions</i>, (Westview Press, 2015), Chapter 1, pp 9-31, available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1652863&ppg=21 • Sharon Erickson Nepstad, <i>Nonviolent Revolutions, "Nonviolent Power and Revolutionary Change"</i>, Chapter 1, (Oxford University Press, 2011), 3-18, Available at https://academic.oup.com/book/6577/chaNepstadpter/150542640 • Jack A. Goldstone, "Rethinking Revolutions: Integrating Origins, Processes, and Outcomes", <i>Comparative Studies of South Asia, Africa, and the Middle East</i>, vol 29, no 1 (2009), pp 8-12, available at https://read-dukeupress-edu.ezproxy.lib.ucalgary.ca/cssaame/article/29/1/18/59492/Rethinking-Revolutions-Integrating-Origins
Feb 13/15/17	<p>Civil Resistance</p> <ul style="list-style-type: none"> • In-class Midterm February 17 • Erica Chenoweth, "Civil Resistance: A Brief Introduction", in <i>Civil Resistance: What Everyone Needs to Know</i>, (Oxford University Press, 2021), pp 1-26 • Maria Stepan and Erica Chenoweth, <i>Why Civil Resistance Works: The Strategic Logic of Non-violent Conflict</i>, <i>International Security</i>, vol 33, n 1, pp 7-44 available at https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40207100?sid=primo#metadata_info_tab_contents • James Scott, <i>Weapons of the Weak: Everyday Forms of Resistance, "Normal Exploitation, Normal Resistance"</i>, (Yale University Press, 1985), Chapter 2, pp 47-28, available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3420902&ppg=24

Feb 20/22/24	Term Break-No Classes
Feb 27/Mar1/3	<p>Institutionalization of Movements and Revolutions</p> <ul style="list-style-type: none"> • Research Proposal due February 27 on D2L by 11:55 pm • Barbara Zollner, "The Metamorphosis of Social Movements into Political Parties: The Egyptian Muslim Brotherhood and the Tunisian Al-Nadha as Cases for Reflection on the Institutionalization Theory", <i>British Journal of Middle Eastern Studies</i>, vol 48, no 3, 2021, pp 370-387, available at https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13530194.2019.1609413 • Jack Goldstone, <i>States, Parties, and Social Movements</i>, (Cambridge University Press, 2003), "Introduction: Bridging Institutionalized and Non-Institutionalized Politics", pp 1-24, available at https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/040508F33138FC5FAFDC0F8B925C4588/9780511625466int_p1-24_CBO.pdf/introduction_bridging_institutionalized_and_noninstitutionalized_politics.pdf • Jereon de Zeeuw, "From Soldiers to Politicians: Transforming Rebel Movements after Civil Wars (Lynne Rienner, 2008), "Understanding the Political Transformation of Rebel Movements", Chapter 1, pp 1-32, available on D2L
Mar 6/8/10	<p>Outcomes of Protests and Revolutions: Regime Change</p> <ul style="list-style-type: none"> • Frederico Rossi and Donatella Della Porta, "Mobilizing for Democracy: Social Movements in the Democratization Process", In <i>Movements in Times of Transition</i>, (Temple University Press, 2015), Chapter 1, pp 9-33, available on D2L • Nancy Bermeo, "Myths of Moderation: Confrontations and Conflict During Democratic Transitions", <i>Comparative Politics</i>, vol 29, no 3, pp 305-322. Available at https://www.jstor.org/stable/pdf/422123.pdf?refregid=excelsior%3A92673c54c931df9e914459832eef0531&ab_segments=&origin=&acceptTC=1 • Steven Levitsky and Lucan Way, <i>Revolutions and Dictatorships: The Violent Origins of Durable Authoritarianism</i> (Princeton University Press, 2022), "A Theory of Revolutionary Durability", Chapter 1, pp1-42, available at https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.1515/9780691223575/html#contents
Mar 13/15/18	<p>Protest Movements and Revolutions in Latin America</p> <ul style="list-style-type: none"> • Patricia Hipsher, "Democratization and the Decline of the Urban Social Movements in Chile and Spain", <i>Comparative Politics</i>, vol 28, no 3, (1996), pp 237-297, available at https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/422208?sid=primo&seq=2#metadata_info_tab_contents • Greg Chamberlain, "Up by the Roots: Haitian History Through 1987", pp 13-34, In <i>Haiti: Dangerous Crossroads</i> (South End Press, 1995), available on D2L • Rachel A. May, Alejandro Schneider, and Roberto González Aranna, <i>Caribbean Revolutions: Cold War Armed Movements</i>, (Cambridge

	<p>University Press, 2018), “The Armed Movement That Took Power: The Sandinista Liberation Front, Chapter 4, pp 63-89, available at https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/678E5750B468FCC4CCB56A3FCFBCDE1E/9781108424752c4_63-89.pdf/armed_movement_that_took_power_the_sandinista_national_liberation_front_in_nicaragua.pdf</p>
Mar 20/22/24	<p>Recent Cycle of Protests and Outcomes</p> <ul style="list-style-type: none"> • Sofia Donoso, “When Social Movements Become a Democratizing Force: The Political Impact of the Student Movement in Chile,” in Research in Social Movements, Conflicts and Change, vol 39, (2016), available at https://www-emerald-com.ezproxy.lib.ucalgary.ca/insight/content/doi/10.1108/S0163-786X20160000039008/full/pdf?title=when-social-movements-become-a-democratizing-force-the-political-impact-of-the-student-movement-in-chile • Ted Goertzel, “Protest Cycles in the United States: From the Tea Party and Occupy Wall Street to Sanders and Trump”, In Protest and Democracy (University of Calgary Press, 2019), pp 173-192, available at https://viewer.canadacommons.ca/artifacts/1879698/protest-and-democracy/2628741/view/?token=gAAAAABjhQOu8dj5htOURSbaLSlUv-gC1fquQQonzgoH609P_IncYMhvAVA0L5etO4pCh_lenkt_Z_VWT6rLyKFjhex4zJrSGg3RPUadD8xxWI33X3OvVyed1jG2-eiCbw7OiY7x8FWxSqxBkYPcKerH_oa2z_g5VQ==
Mar 27/29/31	<p>The Arab Spring</p> <ul style="list-style-type: none"> • Term paper due March 31 on D2L by 11:55 pm • James DeFronzo, Revolutions and Revolutionary Movements, “The Arab Revolution”, (Westview Press, 2015), Chapter 11, pp 368-398 available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1652863&ppg=21 • Jason Brownlee, Tarek Masoud, and Andrew Reynolds, Why Breakdowns did not always Produce Transitions (Oxford University Press, 2015), “Introduction”, pp 1-17, and “Why Breakdowns did not always Produce Transitions”, chapter 5, pp 170-210, available at https://academic.oup.com/book/27599?login=true
Apr 3/5	<p>Protest Movements and Revolution in the Internet Age and Conclusion</p> <ul style="list-style-type: none"> • Twitter and Tear Gas: How Social Media Changed Protest Forever, available at https://www.wired.com/2017/05/twitter-tear-gas-protest-age-social-media/ • Wolfsfeld, Gadi, Elad Segev, and Tamir Sheafer, Social Media and the Arab Spring: Politics Comes First, The International Journal of Press/Politics, vol 18, no 2, 2013, pp 115-137, available at https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/epub/10.1177/1940161212471716
Final Exam	During Exam Period (April 15-26)

**Please note that the above schedule is tentative and may change as the need arises.*

RESEARCH PROPOSAL

Students are expected to submit a research proposal on D2L by February 27 at 11:55 pm. The proposal is

the opportunity to receive feedback from the instructor before you submit the term paper. This process is designed to assist you in developing your essay questions and cases. locating sources, and organizing your ideas in a timely fashion. The Research proposals should be between 2-3 double-spaced pages plus the bibliography. Proposals should: a) identify your research question and case study; b) outline what other scholars have said or found on the topic; c) outline your basic argument; and d) outline your research design and identify what kinds of data (e.g. specific statistics, historical evidence, etc.) you will use to support your argument. You should attach a one-page proposed bibliography to your proposal. Proposals that fail to cite sources throughout the paper will NOT be accepted. You must draw on material from this course in your essay proposal and essay. Both the research proposal and the essay assignments will be discussed in detail in lecture session.

ESSAYS/RESEARCH PAPER(S)

The term paper must be submitted on D2L by March 31 at 11:55 pm. The essay assignment will ask you to apply theories and tools you learn in the course to examine outcomes of a protest movement (or revolution) or your choice. The essay question must explore causes and outcomes of a protest movement or revolution. What causes protest movements? What conditions facilitate the emergence of movements? And Why? Does the struggle lead to success? How do you account for its success (or failure)? What explains the success or failure of the movement in achieving change? Why does the revolution lead to return of the status quo? Why does the revolution result in better outcome than its predecessor? What lessons, if any, can we learn from this? The essay should be approximately 10 double-spaced pages plus the bibliography. Ensure that you state your argument in the introduction, provide an overview of the literature on your topic, support your assertions with evidence, and conclude by summarizing your findings and outlining any questions or avenues for future research. You must cite sources either in footnotes, endnotes or embedded in the text and provide a bibliography. Please note that you must incorporate at least two sources from the course syllabus in your essay. And remember, if you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas, you must cite the source. Essays that do not adhere to standard citation practice will NOT be accepted. Late papers will be deducted 5 percent per day.

PARTICIPATION

We assess participation through TopHat and reading discussions. For TopHat, you will need appropriate technologies (smartphones, ipads, tablets, laptops), but you should limit their use to answering questions during lectures. We encourage you to use this tool to contribute to discussions in the class. The reading discussions provide you another opportunity to engage with the course material. Each student is required to submit two reading discussions before Mondays' lecture. You have the option of choosing which sets of readings for this, but you must submit discussions before Monday's lecture (before Monday 10:00 am). This means you must read the material for the week and submit your discussions before we discuss the readings in class (you cannot submit discussions for material we already discussed). The discussions must provide a brief summary and critical reflection on the readings. What is the central argument? What is the take-away? What are the key debates? What struck you in the readings? Why? Why should we care? What is the context? Do you agree with this? We will explain how this will work in details in the first day of class.

MID-TERM EXAMINATION

The midterm will be held in class on February 17. The midterm consists of short answers and will cover materials up until February 17. The midterm will be completed in approximately 50 minutes. This is a closed book midterm with no study aid permitted.

FINAL EXAMINATION

The closed-book, two-and-half-hour final exam will take place during the examination period. The exam will include a mix of short answer and essay questions and will test your familiarity with the lecture material and reading assignments as well as your ability to apply what you have learned. The exam is cumulative and covers all course materials from January 10 to April 5. No exam aides allowed. We will discuss the format and questions in our last class.

WRITING STATEMENT

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

TECHNOLOGY STATEMENT

Students are responsible for ensuring they are registered in TopHat to participate in the course. For assistance with TopHat or related services, please visit the University’s resource pages:

- IT Getting Started Guide – Students: https://ucalgary.service.now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031
- Getting Started with Top Hat: : <https://elearn.ucalgary.ca/getting-started-with-top-hat/>

GRADING SCALE:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Students are required to submit assignments by the deadlines. Late submissions will be deducted 5 percent per day (including weekends) unless students are granted an exemption by the instructor. Assignments submitted 7 days after the deadline without an exemption will not be accepted and will receive a grade of “Zero”. Computer related issues and loss of work are not grounds for exemptions. Please contact the instructor if you anticipate or face problems that may prevent you from submitting your work on time.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student’s advantage to keep such appointments.

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. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

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

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

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

Deferral of a Final Examination

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

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar 1.2

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

For Reappraisal of Final Grade, see Calendar 1.3

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

Academic Misconduct:

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

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

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary

calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

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

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy (FOIP) Act:

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

Copyright Legislation:

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

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of

extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

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

Faculty of Arts Program Advising and Student Information Resources

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

Important Contact Information

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

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

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

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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/>.