POLI 502.34 (Conflict, Intervention and Peace)

Pre/Co-Requisites	
Instructor: Dr. Lara Olson	Lecture Location: ST 027 (Science Theatres 27)
Phone: 403 619 9105	Lecture Days/Time: Fridays 11:00-13:45
Email: lolson@ucalgary.ca	
Office: SS 721 Fridays 2-3 pm or virtual appointments (zoom) can be arranged in advance at other times	
Instructor Email Policy: open to email inquiries - in addition to office hours as above	

COURSE DESCRIPTION

An advanced seminar on international interventions to promote peace with an emphasis on conflicts in the Balkans, Caucasus, and Afghanistan.

COURSE OBJECTIVES & LEARNING OUTCOMES.

Students will understand the evolution of international interventions for peace (peacemaking and peacebuilding) in the post-Cold war period in terms of the guiding concepts, institutions, and operational policies employed. They will be able to identify the main patterns of conflict in this era and dominant research findings on causes of war, the conceptual roots of peacebuilding interventions and the institutions, policies, and practices involved and how these have evolved over three decades. They will as well be able to identify the main discourses of peacebuilding and the critical research streams that have arisen in response to the dominant peacebuilding approaches. Students will be able to apply these conceptual understandings to analyse specific international interventions undertaken in Afghanistan, the South Caucasus and the Balkans and will gain some familiarity with other examples in the course. Finally, students will be able to identify the challenges of evaluating the impact of international peacebuilding interventions and some approaches currently in use to do so.

REQUIRED TEXTBOOK(S)

There are no required textbooks for the course as all the readings on the reading list can be sourced freely from the U of C digital library. A large percentage of the readings are drawn from the following 3 books, which can be purchased if students prefer to rely on print (and are excellent works in general).

Not Required to Purchase but May Be Purchased if Student Prefers to Digital Version:

Paris, R. (2004). At War's End: Building Peace after Civil Conflict. Cambridge: Cambridge University Press. (full text available @ UC library)

Call, Charles T. Why Peace Fails: The Causes and Prevention of Civil War Recurrence, Georgetown University Press, 2012, pp. xii–xii. (full text available @ UC library)

POLI 502.34

Caplan, Richard. Measuring Peace : Principles, Practices, and Politics. First edition., Oxford University Press, 2019. (full text available @ UC library)

<u>COURSE COMPONENT WEIGHTS AND DUE DATES</u>

COMPONENT	WEIGHTING	DUE DATES
Participation - Response memos / Weekly	**10 %**	**Weekly**
Participation - Class Discussion / Weekly	**10%**	**Weekly**
Presentation (in Groups of 2)	**15%**	**various - sign up**
Mid-Term Exam (take home)	**25 %**	**Nov. 14**
Final Research Essay	**40 %**	**Dec. 9**
Total	100%	

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

<u>COURSE SCHEDULE & TOPICS</u>

DATE	TOPIC	READINGS
Sept. 9	Introductions & Course Review Contemporary Conflicts and Research on Causes of Civil Wars	***Please come prepared to discuss these readings in the first seminar session as we will jump right in!** • Chapter 1: What Do We Know About Why Peace Fails? (pp. 25-49), and, • Chapter 2 (Is Civil War Recurrence Distinct from its Onset? Pp. 50-67) *in Call, Charles T. Why Peace Fails: The Causes and Prevention of Civil War Recurrence, Georgetown University Press, 2012.* *https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=892978* *(full text or download available)* Chapter 2: Today's Wars and the Pursuit of Justice (pp. 7-22) in Anderson, Mary B. Do No Harm: How Aid Can Support Peace--or War. Lynne Rienner Publishers, 1999. **U of C library's e-book request is currently under review – waiting for link** *Optional:* Kristen P. Williams, Chapter 31: Gender, Wars of Globalization and Humanitarian Interventions Since the End of the Cold War." Pp. 767-787, in The Oxford Handbook of Gender, War, and the Western World Since 1600, edited by Karen Hagemann, et al., Oxford University Press, Incorporated, 2020. *https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6376162*

		E-book Central licence permits only one online user at a time; please download chapter ahead of schedule to avoid access issues.
Sept. 16	Conceptualizing Peace – Approaches and Challenges	CHAPTER 1: Conceptualizing Peace, (pp. 13–29) in Richard Caplan, *Measuring Peace: Principles, Practices, and Politics*. First edition., Oxford University Press, 2019. (Oxford, 2019; online edn, Oxford Academic, 20 June 2019). doi.org/10.1093/oso/9780198810360.003.0007, https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/34893/chapter/298445905 Lederach, John. Little Book of Conflict Transformation: Clear Articulation of the Guiding Principles by a Pioneer in the Field. Simon and Schuster, 2015*. U of C e-book request is currently under review – waiting for link* *Or if not available, this online abridged version:* Lederach, John Paul. "Conflict Transformation." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: October 2003 https://www.beyondintractability.org/essay/transformation Jarstad, Anna, Niklas Eklund, Patrik Johansson, Elisabeth Olivius, Abrak Saati, Dzenan Sahovic, Veronica Strandh, Johanna Söderström, Malin E. Wimelius, and Malin Åkebo. "THREE APPROACHES TO PEACE." (2019). https://www.diva-portal.org/smash/get/diva2:1375816/FULLTEXT02.pdf
Sept. 23	Peacebuilding and Peacemaking – Actors, Institutions and Practices	Paris, R. (2004). Chapter 1- The Origins of Peacebuilding. In *At War's End: Building Peace after Civil Conflict* (pp. 13-39). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511790836.003 https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/books/at-wars-end/origins-of-peacebuilding/6BC924001BEF953B081889958FB73FBD Paris, R. (2004). Chapter 2 - The Liberal Peace Thesis. In *At War's End: Building Peace after Civil Conflict* (pp. 40-52). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511790836.004 https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/books/at-wars-end/liberal-peace-thesis/379B164B0C572DEEA058DE0FEFFF6D76 Caplan, Richard, Chapter 2: 'From Conception to Practice' (pp. 30-50) , Measuring Peace: Principles, Practices, and Politics (Oxford, 2019; online edn, Oxford Academic, 20 June 2019), 10.1093/oso/9780198810360.003.0002, accessed 11 Aug. 2022. https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/34893/chapter/298446113 *Optional:*

		Diana Chigas, "Track II Citizen Diplomacy", in *Beyond Intractability* https://www.beyondintractability.org/essay/track2_diplomacy (online source)
Week 4 / **Sept. 30**		*National Day for Truth and Reconciliation – No Classes*
Week 5 / **Oct. 7**	**Peacebuilding as Statebuilding**	*Paris, R. (2004). Chapter 9: The Limits of Wilsonianism: Understanding the Dangers. In At War's End: Building Peace after Civil Conflict (pp. 151-178). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511790836.011* *https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/books/at-wars-end/limits-of-wilsonianism-understanding-the-dangers/F8234E8D92601EF69E1777AEB3852490* *Paris, R. (2004). Chapter 10 Toward More Effective Peacebuilding: Institutionalization Before Liberalization. In At War's End: Building Peace after Civil Conflict (pp. 179-211). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511790836.012* *https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/books/at-wars-end/toward-more-effective-peacebuilding-institutionalization-before-liberalization/CD5D0D98719C790BB2719C9D680B643F* *Nicolas Lemay-Hébert (2009) Statebuilding without Nation-building? Legitimacy, State Failure and the Limits of the Institutionalist Approach, Journal of Intervention and Statebuilding, 3:1, 21-45, DOI: 10.1080/17502970802608159* *https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17502970802608159* *Optional:* Ghani, Ashraf, et al. "An Agenda for State-Building in the Twenty-First Century." *The Fletcher Forum of World Affairs*, vol. 30, no. 1, 2006, pp. 101–23. http://ezproxy.lib.ucalgary.ca/login?url=https://heinonline.org/HOL/P?h=hein.journals/forwa30&i=103 (online) Institute for State Effectiveness, website (to browse) https://effectivestates.org/
Week 6 / **Oct. 14**	**Critical Peace Studies and Alternative Peacebuilding paradigms**	Mac Ginty R. Hybrid Peace: The Interaction Between Top-Down and Bottom-Up Peace. Security Dialogue. 2010;41(4):391-412. doi:10.1177/0967010610374312 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_758119184

		Richmond, Oliver P. "Failed Statebuilding Versus Peace Formation." *Cooperation and Conflict*, vol. 48, no. 3, 2013, pp. 378–400, 10.1177/0010836713482816. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_1448994691 Pospisil, Jan. (2020). "Peace and Political Unsettlement". In: *The Palgrave Encyclopedia of Peace and Conflict Studies*. O. Richmond, G. Visoka (eds), Palgrave Macmillan, Cham. 10.1007/978-3-030-11795-5_170-1 https://peacerep.org/publication/peace-and-political-unsettlement/
Week 7 / Oct. 21	**Legitimacy – focused Peacebuilding**	*In Charles T. Call, Why Peace Fails: The Causes and Prevention of Civil War Recurrence, Georgetown University Press, 2012.* • *Chapter 8: Conclusions for Theory: Legitimacy-Focused Peacebuilding, pp. 213-235.* https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=892978&ppg=226 • *Chapter 9: Conclusions for Policy and Practice: Can External Actors Build Legitimacy After War, pp. 236-276.* https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=892978&ppg=249 Cheng, C, Goodhand, J & Meehan, P 2018, *Synthesis Paper: Securing and Sustaining Elite Bargains that Reduce Violent Conflict*. UK Stabilisation Unit, London **https://eprints.soas.ac.uk/30510/1/Elite%20Bargains%20and%20Political%20Deals%20Project%20-%20Synthesis%20Paper.pdf**
Week 8 / Oct. 28	**Local Ownership critiques of Peacebuilding practice and the Localization Agenda**	Mac Ginty, Roger, and Oliver P. Richmond. "The Local Turn in Peace Building: a Critical Agenda for Peace." *Third World Quarterly*, vol. 34, no. 5, 2013, pp. 763–83, 10.1080/01436597.2013.800750. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_1429637526 Donais, Timothy. "Making Sense of Local Ownership in Peacebuilding Contexts." *Peacebuilding and Local Ownership*, Routledge, 2012, pp. 11–31, https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1039374&ppg=12

	Discuss Research Paper	Chapter 3: Characteristics of Conflict Areas (pp. 23-36), and Chapter 6: Framework for Analyzing Aid's Impact on Conflict (pp. 67-78) Anderson, Mary B. *Do No Harm: How Aid Can Support Peace--or War*. Lynne Rienner Publishers, 1999. *U of C e-book request is currently under review – waiting for link* *Research Paper – Review the specifics of the assignment*
Week 9 / **Nov. 4**	**Evaluating Peace – Concepts, Approaches and Challenges**	Caplan, Richard, Chapter 3: **'**Assessing Progress', Measuring Peace: Principles, Practices, and Politics (Oxford, 2019; online edn, Oxford Academic, 20 June 2019), doi.org/10.1093/oso/9780198810360.003.0003, accessed 11 Aug. 2022 https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/34893/chapter/298446387 Caplan, Richard, Chapter 5: 'Measuring Peace Consolidation', Measuring Peace: Principles, Practices, and Politics (Oxford, 2019; online edn, Oxford Academic, 20 June 2019), doi.org/10.1093/oso/9780198810360.003.0005, accessed 11 Aug. 2022**.** https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/34893/chapter/298447133 Podder, Sukanya. "Thinking About the Legacy of Peacebuilding Programs." *Peace Review (Palo Alto, Calif.)*, vol. 33, no. 1, 2021, pp. 106–14, doi.org/10.1080/10402659.2021.1956141. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_informaworld_taylorfrancis_310_1080_10402659_2021_1956141 Optional: Selected chapter TBA in De Coning, Cedric, et al. *Complexity Thinking for Peacebuilding Practice and Evaluation*. 2016. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_cristin_nora_11250_2425880 *U of C e-book request is currently under review; please wait for link*
	Take Home Mid-Term Distributed	*Take home midterm – class discussion and questions*
Week 10 / **Nov. 11**	*Remembrance Day – No Classes*	
Week 11 / **Nov. 18**	**International Intervention in Kosovo**	Nicolas Lemay-Hébert (2013) Everyday Legitimacy and International Administration: Global Governance and Local Legitimacy in Kosovo, Journal of Intervention and Statebuilding, 7:1, 87-104, DOI: 10.1080/17502977.2012.655622 https://www-tandfonline-

		com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/17502977.2012.655622 Gëzim Visoka, Oliver Richmond, After Liberal Peace? From Failed State-Building to an Emancipatory Peace in Kosovo, *International Studies Perspectives*, Volume 18, Issue 1, February 2017, Pages 110–129, doi.org/10.1093/isp/ekw006 https://academic-oup-com.ezproxy.lib.ucalgary.ca/isp/article/18/1/110/2669537 Beha, Adem, and Arben Hajrullahu. "Soft Competitive Authoritarianism and Negative Stability in Kosovo: Statebuilding from UNMIK to EULEX and Beyond." *Journal of Southeast European and Black Sea Studies*, vol. 20, no. 1, 2020, pp. 103–22, doi.org/10.1080/14683857.2019.1709686. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_crossref_primary_10_1080_14683857_2019_1709686 *Optional:* Gëzim Visoka (2012) Three Levels of Hybridisation Practices in Post-conflict Kosovo, *Journal of Peacebuilding & Development*, 7:2, 23-36, DOI: 10.1080/15423166.2012.743807 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15423166.2012.743807
Week 12 / **Nov. 25**	**International Intervention in Afghanistan**	Weigand, F., 2022. Why Did the Taliban Win (Again) in Afghanistan? *LSE Public Policy Review*, 2(3), p.5. DOI: http://doi.org/10.31389/lseppr.54 Donais, Timothy. "Afghanistan: Peacebuilding, Political Culture, and the Limits of Social Engineering." *Peacebuilding and Local Ownership*, Routledge, 2012, pp. 107–27, 10.4324/9780203118078-13. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1039374&ppg=108 Ali Wardak & Humayun Hamidzada (2012) The Search for Legitimate Rule, Justice and a Durable Peace: Hybrid Models of Governance in Afghanistan, Journal of Peacebuilding & Development, 7:2, 79-88, DOI: 10.1080/15423166.2012.743823 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/15423166.2012.743823
Week 13 / **Dec. 2**	**International Intervention in the Nagorno-Karabakh Conflict**	Cheterian, Vicken. "Karabakh Conflict after Kosovo: No Way Out?" *Nationalities Papers*, vol. 40, no. 5, 2012, pp. 703–20, doi.org/10.1080/00905992.2012.705269. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_informaworld_taylorfrancis_310_1080_00905992_2012_705269

		Broers, L. (2015). From "frozen conflict" to enduring rivalry: Reassessing the Nagorny Karabakh conflict. *Nationalities Papers, 43*(4), 556-576. doi:10.1080/00905992.2015.1042852 https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_1695028996 Gasparyan, A. (2019). Understanding the Nagorno-Karabakh conflict: domestic politics and twenty-five years of fruitless negotiations 1994–2018, *Caucasus Survey*, *7*(3), 235-250. doi.org/10.1080/23761199.2019.1674114 ***Waiting for U of C to secure PDF and permission*** *Optional:* Oliver Jütersonke, Kazushige Kobayashi, Keith Krause, Xinyu Yuan, Norm Contestation and Normative Transformation in Global Peacebuilding Order(s): The Cases of China, Japan, and Russia, *International Studies Quarterly*, Volume 65, Issue 4, December 2021, Pages 944–959, doi.org/10.1093/isq/sqab060 https://academic-oup-com.ezproxy.lib.ucalgary.ca/isq/article/65/4/944/6330833

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

DETAILS OF COURSE COMPONENTS & ASSIGNMENT(S):

PARTICIPATION COMPONENTS: Assessed weekly - written response and engagement in class discussions
Given the seminar format of the course, class attendance and participation are critical. Participation will be evaluated based on the student's consistent engagement with the week's readings and contribution to the debates in the class. To prepare for active participation, prior to each class, students are expected to submit a brief written response to D2L on the week's readings that will be visible to all students. The response should be in an informal blog style, between 200-300 words and describe 2 things you learned (that you didn't know before), and 2 questions raised by the readings that you would like to discuss further.

The overall participation mark is worth 20%, is composed of two components.

Components of Participation Mark:	Worth	Participation Grade
Written response of adequate length based on completed readings, to be posted on D2L by 9 am the day of class.	1 % each class	10% (best 10 of the 11 classes)
Class discussion - student engages in class discussion reflecting their critical inquiry into the readings	1%	10% (best 10 of the 11 classes)
Total:	2 % of total grade each class	= 20 % of total grade (best 10 of 11 classes)

POLI 502.34

CLASS PRESENTATION / Discussion Lead: students sign up on D2L.

Every week, 2-3 student discussion leaders are expected to work together to prepare a 15-minute presentation that kicks off the discussion of the readings each week. Students will sign up on D2L from week #2 onward for the week that most interests them until all slots are full.

The group presentation should consist of these 4 components, with time equally shared between the presenters:

1) <u>Summary</u>: brief summary of the main points of the readings (2-3 mins max)

2) <u>Critique:</u> critical assessment of the arguments presented in the readings - - how strong is the evidence presented? Do you agree or disagree with the authors and why?

3) <u>Ah Ha Moments:</u> Explicitly state how these ideas, concepts and theories help illuminate new insights into the international community's interventions in conflicts and civil wars in your view.

4) <u>Real world relevance:</u> Choose a particular conflict in the news recently that the week's readings help shed new light on? How do concepts presented in the readings help explain important elements of the dynamics of this conflict and what can be done to support peace?

MID-TERM EXAMINATION (Take Home) - *Due Nov. 14*

This will be a short analytical paper (2000 words) with questions to be assigned November 4, and due by 11:59 pm Monday, Nov. 14. It will focus on the concepts, theories and approaches behind international efforts to support peace that have been covered in the class to date. The analytical essay will require synthesis and critical analysis of the course readings with no additional research materials brought into the analysis. The mid-term will be graded according to demonstrated level of knowledge and understanding of the core concepts covered in the course on the major theories, policies and practices of international peacebuilding, and the key debates among academics and practitioners as to what constitutes effective interventions for peace.

Questions will be released on November 4 at the end of class, and the take home mid-term must be submitted on D2L by 11:59 pm Monday Nov. 14. It should be double spaced in 11- or 12-point font of any kind, and where references to the class readings are made, this can be either in Chicago Style or APA.

MAJOR RESEARCH PAPER(S): Due December 9 (in place of final exam)

Students will be expected to do a research paper of 5000 – 7000 words. The general theme will be to select a particular international intervention for peace in a civil war since the end of the Cold War and to research thoroughly the causes and dynamics of the conflict and the international response over time. The paper should analyse the sources of the conflict, the approach(es) to intervention taken by the main international actors and make a critical assessment of its positive and negative impacts as informed by relevant criteria drawn from the pragmatic and critical schools of peacebuilding covered in the course. More detailed instructions will be posted on D2L, and the research essay assignment discussed in class October 28.

<u>Research Paper Outline (Optional):</u> Students can submit a one-page outline of the paper to ensure that the topic and approach is feasible, and the instructor will provide feedback. This is not required or graded but may help focus the paper and ensure expectations are aligned and so is encouraged.

Format: *Papers must be typed, double spaced, use 11- or 12-point font of any type and the referencing*

POLI 502.34
style for foot notes and endnotes should conform to Chicago Style Manual or APA.

Submission: *The research papers must be submitted on D2L with a date stamp no later than 11:59 pm* **Friday December 9.** *If you would like you may also submit by email to the instructor, at the same time with the same date stamp (11:59 pm Friday Dec. 9) as a backup.*

NO FINAL EXAMINATION

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

GRADING SCALE: The following grading scale will be used:

[Remove this line → for your information, this is a POLI recommended scale. You may insert your preferred 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 expected to manage their time well and no extensions can be granted for the assigned work. The late policy is a 2% reduction per day, and work that is more than one week late will not be accepted. Exemptions from late penalties are only for extenuating or exceptional circumstances such as illness, etc.

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.

POLI 502.34

IMPORTANT POLICIES AND INFORMATION

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

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

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

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

Reappraisal of Grades:
For Reappraisal of Graded Term Work, see Calendar I.2
http://www.ucalgary.ca/pubs/calendar/current/i-2.html

For Reappraisal of Final Grade, see Calendar I.3
http://www.ucalgary.ca/pubs/calendar/current/i-3.html

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

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

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/accommodation-students-disabilities-procedure

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

POLI 502.34

Campus Mental Health Resources

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

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

Student Wellness Services:
https://www.ucalgary.ca/wellness-services/services/mental-health-services

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