

Dept. of Political Science



Faculty of Arts

Course Syllabus

POLI 505 & 605 S01



Winter 2021

Sexual Ethics

Pre-requisites: Political Science 310 or consent of the Department.

Dr. Joshua D. Goldstein

Web-Based Synchronous Delivery



Tues. 2–4:45 pm

TABLE OF CONTENTS

Contact Information & Office Hours:	2	Section II: The Pre-Modern Christian West	7
Course Overview:	2	Feb. 2 Week 4 Augustine	7
Course Goals:	3	Feb. 9 Week 5 Thomas Aquinas	7
Required Technology:	4	Section III: Early Modernity	8
Summary Of Course Requirements & Grading:	4	Feb. 23 Week 6 John Milton & Mary Astell	8
Bibliography Of All Readings:	5	March 2 Week 7 Immanuel Kant	8
Course Schedule:	6	March 9 Week 8 John Stuart Mill	8
Section I: Introduction	6	Section IV: Late- and Post-Modern Recoveries ..	9
Jan. 12 Week 1 Introduction & Machado	6	March 16 Week 9 Michel Foucault	9
Jan. 18 Week 2 Marquis de Sade I	6	March 23 Week 10 New Natural Law Theory I	9
Jan. 26 Week 3 Marquis de Sade II	6	March 30 Week 11 New Natural Law Theory II	9
		April 6 Week 12 Judith Butler	10
		April 13 Week 13 Luce Irigaray	10
		Summary of Assignment due dates:	10

CONTACT INFORMATION & OFFICE HOURS:**Instructor:** Dr. Joshua D. Goldstein**E-mail:** joshua.goldstein@ucalgary.ca**Office:** via Zoom**Office Hours:** Tues. 11:00 am – 12:00 pm

Wed. 4:00 pm – 5:00 pm

Thurs. 2:00 pm – 3:00 pm

*Other times by appointment (please email).***Tel:** (403) 220-6090**Course Web Site (D2L):** <http://d2l.ucalgary.ca>*Zoom links to live recording of lectures and office hours will be found on the course D2L page under Contents > Zoom Links***COURSE OVERVIEW:**

Since its origins with the Ancient Greeks, the vocation of Western political philosophy has been to inquire into—in an almost bewildering variety of ways—the proper boundaries and ends of a good human life within a political community. Within this larger vocation, sexual ethics is concerned with articulating those boundaries, objects, and relations which mark out *sexual acts, intentions, or relations* as “good” rather than “bad”. That is, whether such acts, intentions, or relations contribute to—or at least do not detract from—a life which is, in some way, defensibly choiceworthy. Given this connection between the question of the good life (‘How do I live well?’) and the question of sexual ethics (‘How do I live *sexually* well?’), it is no surprise that we find sustained and provocative engagements with sexual ethics within the long arc of Western political thought, from the Greeks onwards.

While the Ancient Greeks offer us profound explorations of the place of love, marriage, and friendship within the *kosmos* (the deep order of things), in this seminar, we will focus on tracing out the various pathways and tributaries that begin in the post-Greek world, and which led to how we think about sexual ethics today. We can organize these pathways and tributaries into three broad sorts:

1. *Pre-Modern Christian traditions* whose focus is on how desire and the body might be nonetheless integrated into a divine life for us. We will look at **Augustine** (4th Century CE) and **Aquinas** (13th Century), and the introduction of marriage and reproductive sex as two key *solutions* to the need to unify God and body.
2. *Early-Modern accounts of sexual ethics*, in which the importance of our radical individuality becomes the grounding framework for the exploration of the possibilities and meaning of sex. We will look at **John Milton** and **Mary Astell** (17th Century), **Immanuel Kant** (18th Century), and **John Stuart Mill** (19th Century) and their attempt to make sense

of how individual fulfillment and yet attachment to another can go together without the destruction of either.

3. *Late- and Post-Modernity* in which we focus on two agonistic trends: seeing sex as radically constructed, imposed—and therefore also liberatory and reconstructable—shape of selfhood; *and* seeing sex as grounded in some sort of knowable reality, to which we can also be liberated. Over the final weeks of the seminar, our readings will alternate between these different possibilities. On the side of sex as a radical construction, we'll look at **Michel Foucault** and **Judith Butler**; on the side of sex as radically anchored in nature, we'll look at the so-called **New Natural Law theory**, and **Luce Irigaray**.

We will begin the course with **Carmen Maria Machado's** short story, "The Husband Stitch" and well as **Marquis de Sade's** *Philosophy in the Boudoir*. Machado's short story will provide us with a way to get at the *everyday intuitions* about the meaning, nature, and boundaries of sexual ethics. Sade's provocative attempt to destroy all possible limits, his extinguishment of the divine, nature, community, and other human beings valid grounds for a sexual ethic will be used to unsettle all of our assumptions about sexual ethics so that, through the rest of the course, we might think more clearly about what, and what not, those limits might be.

Crosscutting the course—all periods and thinkers—we will see a number of overlapping thematic questions and concerns which may form the basis of your papers:

- What ought the *body or nature* demand of a sexual ethic, and what ought a *sexual ethic* to demand of the body or nature?
- What are the *goods present in* sexual acts and relations? Are they *unique* or merely instances of some *general good* other aspects of life also share in?
- What obligation does a *political community* have to respond to a sexual ethic?

COURSE GOALS:

The purpose of the seminar is *not* to bring the students to any one particular account of sexual ethics. Instead, through written assignments and in-class discussion, this course will achieve this aim, in addition to three coordinated goals:

- *Informational*: to have students gain familiarity with the arguments and positions of the thinkers and texts covered;
- *Analytical*: to have students be able to analyze the arguments for, explore the implications of, the various thinkers' attempts to ground the boundaries, objects, and institutions of a sexual ethics;
- *Critical*: to have students develop and be able to philosophically defend a careful and worked-out position with regard to sexual ethics using the intellectual resources gained in the course.

REQUIRED TECHNOLOGY:

You will need a device which will allow you to write and upload your papers to D2L, read and possibly send emails, and participate in synchronous video conferencing via Zoom. If you are currently reading this sentence on-line, it is likely that you are doing just fine in terms of the required technology.

SUMMARY OF COURSE REQUIREMENTS & GRADING:

A Note on the Essay Assignments					
<ul style="list-style-type: none"> The essay assignments below are textually interpretative and argumentative: they are not research essays and do not require secondary sources. A detailed information sheet for each of the essays will be made available in class. <i>The essays will be graded on the clarity, brilliance, and organization of the argument, evidence, and interpretation as well as conformity to the instructions and expectations set out in the information sheets.</i> Grammar, spelling, and punctuation matter only insofar as they have an affect on the previously mentioned criteria. 					
What	When	Sign Up Slots	Worth**	POLI 505 Length*	Brief Description
Essay 1: De Sade Essay	Due date specified in the <i>Course Schedule</i> : -2% per day late penalty (not including week-ends)	No Limit	10% of final grade**	750–1000 words* (~3 pages)	A short, interpretative essay exploring some aspect of the apparent challenge to sexual ethics posed by the Marquis de Sade's <i>Philosophy in the Boudoir</i>
Essay 2: Modernity Essay		5 available per thinker	20% of final grade**	1500–2000 words* (~5–7 pages)	A medium-length, interpretative essay exploring some aspect sexual ethics using thinkers within Sections II or III of the Course Schedule.
Essay 3: Synoptic Essay	Due Friday of Week 13: For extension, see <i>Course Schedule</i> Otherwise: -2% per day late penalty (not including weekends)	No Limit	40% of final grade**	4500–5500 words* (~16–20 pages)	A longer essay bringing together chosen thinkers from Sections I, II/III, and IV in order to explore some problem within sexual ethics. Ideally, this final paper will <i>build upon, refine, and extend</i> the work done in your Essay 1 and 2.
Class Participation					
Class Participation	On-going each seminar	Not Applicable	30% of final grade**	Not Applicable	The course will use a slightly modified version of the University of Chicago Method for seminars. More information to be given in the first class.
* POLI 605 students allowed up to an extra 50% of the maximum POLI 505 length.					
** Before you hand in your Essay 3, you can choose to have your participation grade for the whole year decreased to 15%, and each of the Essays increased in value by 5%: e.g., Participation = 15%, Essay 1 = 15%, Essay 2 = 25%, and Essay 3 = 45%.					

OVERVIEW OF GRADING SCHEME

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

REQUIRED TEXTS:

Most of the readings for this seminar will be posted to the course's D2L site. *You will need to have the week's reading with you in each class.*

However, there are also five books that you are required to have—they are relatively inexpensive, and we will either be reading them in their entirety or very large portions of them. All the readings are subject to change.

1. Augustine, *Confessions* (trans. Henry Chadwick) (New York, NY: Oxford University Press, 2008).
2. Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge, 2006).
3. John Finnis, *Natural Law and Natural Rights* (New York: Oxford University Press, 2011).
4. Michel Foucault, *The History of Sexuality, vol. II: The Use of Pleasure* (New York: Vintage Books, 1988).
5. Marquis de Sade, *Philosophy in the Boudoir or, The Immoral Mentors* (trans. Joachim Neugroschel; introduction Francine du Plessix Gray) (New York, NY: Penguin Books, 2006).

BIBLIOGRAPHY OF ALL READINGS:

- Mary Astell, *Some Reflections Upon Marriage, Occasion'd by the Duke and Dutchess of Mazarine's Case; Which is Also Consider'd.* (London: Printed for John Nutt, near Stationers-Hall, 1700. [First Edition]) <https://digital.library.upenn.edu/women/astell/marriage/marriage.html>
- Augustine, *Confessions* (trans. Henry Chadwick) (New York, NY: Oxford University Press, 2008 [400]).
- Augustine, "The Good of Marriage" (trans. Charles T. Wilcox), pp. 9–51 in *Treatises on Marriage and Other Subjects* (ed. Roy J. Deferrari) (New York: Fathers of the Church, Inc., 1955).
- Thomas Aquinas *Summa Theologica: Complete English Edition in Five Volumes* (trans. Fathers of the English Dominican Province) (Notre Dame: Ave Maria Press, Inc., 1948 [1265–1274]).
- Thomas Aquinas, *Summa Contra Gentiles: Book 3: Providence, Part II* (trans. Vernon J. Bourke) (Notre Dame: University of Notre Dame Press, 2002 [1258–1264]).
- John Finnis, *Natural Law and Natural Rights* (Oxford: Clarendon Press, 2011 [1980]).
- John Finnis, "The Good of Marriage and the Morality of Sexual Relations", *American Journal of Jurisprudence*, vol. 42, 1997: 97–134.
- John Finnis, "Law, Morality, and "Sexual Orientation"", *Notre Dame Law Review*, vol. 69, 1993–1994:1049–1076.
- John Finnis, "Marriage: A Basic and Exigent Good", *The Monist*, vol. 91, nos. 3 & 4, 2008: 388–406;
- Michel Foucault, *The History of Sexuality, vol. II: The Use of Pleasure* (New York: Vintage Books, 1988).
- Luce Irigaray, *Speculum of the Other Woman* (trans. Gillian C. Gill) (New York: Cornell University Press, 1985 [1974]).
- Luce Irigaray, *This Sex Which is Not One* (trans. Catherine Porter) (New York: Cornell University Press, 1985 [1977]).
- Luce Irigaray, *An Ethics of Sexual Difference* (trans. Carolyn Burke & Gillian C. Gill) (New York: Cornell University Press, 1993 [1984]).
- Immanuel Kant, *Lectures on Ethics* (eds. Peter Heath & J.B. Schneewind; trans. Peter Heath) (New York: Cambridge University Press, 2001 [1784–5]).
- Immanuel Kant, *The Metaphysics of Morals* (trans. & ed. Mary Gregor) (New York: Cambridge University Press, 2000 [1797]).
- Patrick Lee and Robert P. George, "What Sex Can Be: Self-alienation, Illusion, or One-flesh Union", *American Journal of Jurisprudence*, vol. 42, 1997:135–157.
- Carmen Maria Machado, "The Husband Stitch" in *Her Body and Other Parties: Stories* (Minneapolis, MI: Graywolf Press, 2017), pp. 3–31.
- John Stuart Mill, *The Subjection of Women* in John Stuart Mill, *On Liberty and The Subjection of Women* (1879 ed.) [1859] (The Online Library of Liberty A Project Of Liberty Fund, Inc.) <http://oll.libertyfund.org>
- John Milton, *Paradise Lost* (New York: Penguin Books, 2003 [1667]).
- John Milton, *The Doctrine and Discipline of Divorce* in *Complete Prose Works of John Milton*, vol. 2 (New Haven: Yale University Press, 1953 [1643–45]).
- Marquis de Sade, *Philosophy in the Boudoir or, The Immoral Mentors* (trans. Joachim Neugroschel; introduction Francine du Plessix Gray) (New York, NY: Penguin Books, 2006 [1795]).

COURSE SCHEDULE:

You must have read the required material before coming to class.

🍷 Section I: Introduction: Are There Boundaries To Defend? 🍷

Jan. 12	Week 1	Introduction & Carmen Maria Machado: <i>Everyday vs Philosophy</i>	[28 pages to read]
		Machado:	□ “The Husband Stitch”, pp. 3–31.

Jan. 18	Week 2	Marquis De Sade I: Learning <i>Libertinage</i>	[76 pages to read]
		Sade, <i>Philosophy in the Boudoir</i> :	□ To the Libertines, p. 1 □ First–Fourth Dialogues, pp. 3–76.
👉 <u>Assignment:</u> <i>You must write on Sade is required for Essay 1, due on Friday of Week 5 @ 11:59 pm</i>			

Jan. 26	Week 3	Marquis De Sade II: What can Sexual Ethics Be Now?	[84 pages to read]
		Sade, <i>Philosophy in the Boudoir</i> :	□ Fifth–Seventh Dialogue, pp. 77–173.
👉 <u>Assignment:</u> <i>You must write on Sade for Essay 1, due on Friday of Week 5 @ 11:59 pm</i>			

☞ Section II: *The Pre-Modern Christian West: God & Sex* ☞

Feb. 2	Week 4	Augustine: Lust, to Marriage, to God	[129 pages to read]
<p>Augustine, <i>Confessions</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bk. I. xi(17)–Bk. IV.xvi(31), pp. 13–71; <input type="checkbox"/> Bk. V. viii(14)–x(18), pp. 80–84; xii(22)–xiv(25), pp. 86–89; <input type="checkbox"/> Bk. VI. iii(3)–iv(6), pp. 92–95; vi(9)–viii(13), pp. 97–101; xi(18)–xvi(26), pp. 104–110; <input type="checkbox"/> Bk. VII. xiii(19)–xvii(23), pp. 125–128; xx(26), pp. 129–130; <input type="checkbox"/> Bk. VIII. i(2), pp. 133–134; iii(7)–(8), pp. 137–138; v(12)–xii(30), pp. 141–154; <input type="checkbox"/> Bk. IX. vi(14), pp. 163–164; viii(17)–xi(33), pp. 166–176; xiii(37), p. 178. <p>Augustine</p> <ul style="list-style-type: none"> <input type="checkbox"/> ‘The Good of Marriage’, pp. 9–51. 			
<p>☞ Assignment: You may choose to write on <i>Augustine</i> for Essay 2, due on Friday of Week 7 @ 11:59 pm</p> <p style="text-align: center;">NOTE: You can an extra week to hand in Essay 2 on <i>Augustine</i>.</p>			

Feb. 9	Week 5	Thomas Aquinas — Nature, Love, & The Limits Of Sex	[80 pages to read]
<p>Aquinas, <i>Summa Theologica</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Part I-II, Q. 25, Art. 2, pp. 701–702; <input type="checkbox"/> Part I-II, QQ. 26–28, pp. 703–713; <input type="checkbox"/> Part I-II, Q. 30, pp. 718–721; <input type="checkbox"/> Part II-II, Q. 27, pp. 1299–1305; <p>Aquinas, <i>Summa Contra Gentiles</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bk. 3, Part II, Chs. 111–130, pp. 114–167; <input type="checkbox"/> Bk. 3, Part II, Chs. 136–137, pp. 190–196. 			
<p>☞ Assignment: You may choose to write on <i>Aquinas</i> for Essay 2, due on Friday of Week 7 @ 11:59 pm</p> <p>☞ What's Due? Essay 1 on <i>Sade</i> due on Friday of Week 5 @ 11:59 pm.</p>			

Feb. 16 Reading Week — No Class

Section III: Early Modernity: The Individual, Sex, and Companionship

Feb. 23	Week 6	John Milton & Mary Astell — Man, Woman, Marriage	[79 pages to read]
		Milton, <i>Paradise Lost</i> :	□ Bk. IV: lines 408–504 & 610–75; □ Bk. VIII: lines 250–653; □ Bk. IX: lines 780–1098; [~25 pages]
		Milton, <i>Doctrine & Discipline of Divorce</i> :	□ Chs. VIII–IX, pp. 267–271; □ Chs. XV–XVII, pp. 276–283; □ Chs. XIX, pp. 283–284; □ Chs. XXI, pp. 286–289. [~16 pages]
		Astell, <i>Some Reflections Upon Marriage</i>	□ pp. 1–38.
		☞ Assignment: You may choose to write on Milton and/or Astell for Essay 2, due on Friday of Week 8 @ 11:59 pm	
		☞ What's Due? Essay 2 on Augustine due on Friday of Week 6 @ 11:59 pm.	

March 2	Week 7	Immanuel Kant: The Problem Sex	[65 pages to read]
		Kant, <i>Lectures on Ethics</i> :	□ 'Moral Philosophy: Collins's Lecture Notes' 27: 340–392 (pp. 122–162) and 413–432 (pp. 177–191);
		Kant, <i>Metaphysics of Morals</i> , Part I:	□ Preface, Ch. 3, 6: 221–228 (pp. 14–20); □ Ch.2, sec.3, §§22–30, 6: 276–284 (pp. 61–66).
		☞ Assignment: You may choose to write on Kant for Essay 2, due on Friday of Week 9 @ 11:59 pm	
		☞ What's Due? Essay 2 on Aquinas due on Friday of Week 7 @ 11:59 pm.	

March 9	Week 8	John Stuart Mill: Freedom, Equality, & Marriage	[101 pages to read]
		Mill, <i>The Subjection of Women</i> :	□ Chs. 1–4, pp. 1–101.
		☞ Assignment: You may choose to write on Mill for Essay 2, due on Friday of Week 10 @ 11:59 pm	
		☞ What's Due? Essay 2 on Milton and/or Astell due on Friday of Week 8 @ 11:59 pm.	

April 6	Week 12	Judith Butler: Performativity & The Construction Of Sex	[113 Pages To Read]
Butler, <i>Gender Trouble</i> : <ul style="list-style-type: none"> <input type="checkbox"/> Ch. 1, I–VI, pp. 1–46; <input type="checkbox"/> Ch. 2, IV–V, pp. 89–106; <input type="checkbox"/> Ch. 3, II, pp. 127–150; Ch. 3, IV, pp. 175–193; <input type="checkbox"/> Conclusion, pp. 194–203. 			
<p>Assignment: You may choose to include Butler for Essay 3, due on Friday of Week 13 @ 11:59 pm NOTE: Extension requests will be granted for Essay 3's that include Butler.</p>			

April 13	Week 13	Luce Irigaray: The Recovery Of The Sexuate Self	[67 Pages To Read]
Irigaray, <i>Speculum of the Other Woman</i> : <ul style="list-style-type: none"> <input type="checkbox"/> 'Volume-Fluidity', pp. 227–240. Irigaray, <i>This Sex Which Is Not One</i> : <ul style="list-style-type: none"> <input type="checkbox"/> 'This Sex Which Is Not One', pp. 23–33. Irigaray, <i>An Ethics of Sexual Difference</i> : <ul style="list-style-type: none"> <input type="checkbox"/> 'Sexual Difference', pp. 5–19. <input type="checkbox"/> 'Love of Self', pp. 59–71. <input type="checkbox"/> 'Love of Same, Love of Other', pp. 97–115. 			
<p>Assignment: You may choose to include Irigaray for Essay 3, due on Friday of Week 13 @ 11:59 pm NOTE: Extension requests will be granted for Essay 3's that include Irigaray.</p>			
<p>What's Due? Extension requests will be granted for Essay 3's that include Irigaray.</p>			

SUMMARY OF ASSIGNMENT DUE DATES:

Essay	Material You Can Choose	Date Due: Friday @ 11:59 of...	Late Penalty	Extension Possible?
Essay 1	Marquis de Sade	Week 5	-2% per day	For illness, personal tragedy, religious holiday, etc.
Essay 2	Augustine	Week 7		
	Aquinas	Week 8		
	Milton and Astell	Week 9		
	Kant	Week 10		
	JS Mill	Week 11		
Essay 3 (material from Essay 1 & 2, plus...)	Foucault	Week 13		Yes
	New Natural Law Theory			
	Butler			
	Irigaray			

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>

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.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

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

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at 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].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports

when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

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

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

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