



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 565 Seminar 01
Indigenous Politics in the Global South
Winter 2021**

INSTRUCTOR: Dr. Roberta Rice

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EMAIL: roberta.rice@ucalgary.ca

OFFICE HOURS: By appointment via telephone or Zoom

COURSE DAY/TIME: Fri. 9:00 – 11:45 a.m.

DELIVERY METHOD: Web-Based

COURSE PRE-REQUISITES: POLI 359 or INDG 407

COURSE WEBSITE: <http://d2l.ucalgary.ca>

COURSE DESCRIPTION

The rise of powerful Indigenous rights movements in countries of the Global South during the third wave of democratization caught most analysts and officials by surprise. Indigenous demands for identity, territory, and autonomy serve to challenge the national unity projects in the post-colonial societies of Africa, Asia, and Latin America. In light of this dynamic, this course addresses the following questions: How is indigeneity articulated and expressed in different contexts? How are governments in the Global South responding to Indigenous rights movements? The seminar begins with an overview of the available conceptual tools and theoretical approaches to understanding the politicization of Indigenous identity in the Global South. Special attention will be paid to debates over Indigenous resistance and resurgence; Indigenous nationhood; and Indigenous women's movements. The course then explores how these dynamics play out within the regional contexts of Africa, Asia and Latin America. The final section of the course addresses contemporary issues in global Indigenous politics, including the use and implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the controversies surrounding legal pluralism and the politics of decolonization.

COURSE OBJECTIVES & LEARNING OUTCOMES

The objective of the course is to provide students with the tools to critically assess competing explanations for the rise of Indigenous peoples as key political actors in countries of the Global South. As a learning outcome, students will develop the capacity to analyze theoretical debates and substantive issues in the field of global Indigenous politics and apply their insights to a case of Indigenous movement emergence relevant to the course in a professional, seminar paper.

REQUIRED TEXTBOOKS

All textbooks and journal articles are available electronically through the University of Calgary library homepage: <http://library.ucalgary.ca/>.

Sheryl Lightfoot, Global Indigenous Politics (New York: Routledge, 2016).

Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (Malden: Polity Press, 2017).

REQUIRED TECHNOLOGY

Students will require a computer device with Internet connection to access the course material and submit assignments as well as a camera and microphone to participate in Zoom sessions.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Research Proposal	20%	February 26
Research Essay	40%	April 15
Reading Response Papers (10)	20%	Weekly
Participation (via Zoom)	20%	Weekly
Total	100%	

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

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
Jan.15-Jan.22	Part I: Conceptual Tools	See reading list below
Jan.29-Feb.12	Part II: Theoretical Considerations	See reading list below
Feb.26-Mar.12	Part III: Regional Dynamics	See reading list below
Mar.19-Apr.9	Part IV: Contemporary Issues and Debates	See reading list below

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

FORMAT AND ASSIGNMENTS

The course will be taught in a mixed asynchronous and synchronous on-line format. Teaching methods will include Power Point lecture slides, on-line documentaries and virtual class discussions. Students are expected to actively participate in Zoom discussions. Weekly lecture slides will be posted to our course page at the beginning of the week. Students are expected to review the slides and complete the assigned readings by the start of our weekly Zoom discussion session on Fridays from 10:30 a.m.-11:45 a.m. (the weekly Zoom meeting link will be provided on our course page). Assignments are due to our course Dropbox at the start of class, unless otherwise indicated. Please note, there is no Registrar scheduled final exam in this course.

RESEARCH PROPOSAL

The purpose of this assignment is to provide you with instructor feedback during the preparation of your research essay. The proposal is also intended to assist you in developing your essay topic, formulating your research question, locating sources, and organizing your ideas in a timely

fashion. Essay proposals should be between 4-5 double-spaced pages plus the bibliography. Proposals should: a) identify your research topic and question; b) outline what other scholars have said or found on the topic; c) outline your basic argument and approach; and d) provide an overview of your research design and methods. You should attach a proposed bibliography to your proposal. Proposals that fail to cite sources throughout the text will not be accepted. You must draw on material from this course in your proposal and final essay. Both the essay proposal and the essay assignment will be discussed in detail in lecture slides and Zoom sessions.

RESEARCH ESSAY

The research essay assignment is an opportunity to develop a professional seminar paper. Students are expected to develop an in-depth case study of an Indigenous rights struggle in the Global South using the conceptual and theoretical tools of the course. The essay should be approximately 12-15 double-spaced pages plus the bibliography. Ensure that you state your research question, outline the theoretical and/or conceptual approach of the paper, 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. The papers will be graded on: (a) the depth and comprehensiveness of the research effort; (b) the strength of the analysis and theoretical framework; and (c) organization, clarity and writing style.

READING RESPONSE PAPERS

Students are expected to submit a weekly reading response for each of our regularly scheduled sessions. The objective of this assignment is to prepare you to participate in our Zoom discussions. Reading responses should be posted by the start of class (9:00 a.m.) on Friday to our discussion forum titled, "Weekly Reading Responses." You can post a response by selecting the "start a new thread" function. You may attach your response or type it directly into the text box. Your response should be approximately 1-2 pages double-spaced (250-500 words). Rather than summarize the readings, you should engage with the themes and debates that run through all of the readings for that week. For example, you may want to highlight how the readings advance our understanding of global Indigenous politics, discuss how their findings and approaches compare to other readings in the course, and indicate any questions they raised for you. Be prepared to discuss your reading response during our weekly Zoom session.

PARTICIPATION (Zoom)

As a learning experience, the course will depend heavily upon the quality of student participation. Your participation grade will depend on your active participation in our weekly Zoom sessions. The Zoom sessions will address the questions, issues and debates from the lectures slides, documentaries, readings and discussion forum postings.

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:

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

Please make every effort to submit assignments on-time. Assignments are due to Dropbox on D2L, unless otherwise indicated. It is your responsibility to keep a copy of all assignments in case of loss by any cause. A penalty of 2% per working day will be applied to all late assignments up until a maximum of ten late days, after which late papers will not be accepted. Weekends count as one working day. If life circumstances or illness intervene, please contact the course instructor as soon as possible. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

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. All meetings will be held virtually.

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, to be held virtually.

COURSE SCHEDULE AND READING ASSIGNMENTS

Part I: Conceptual Tools

Jan. 15: Introduction to Global Indigenous Politics

Required Readings:

E-Book Chapter: Sheryl Lightfoot, Global Indigenous Politics: A Subtle Revolution (“Chapter 1: Indigenous Politics as Global Change”), Routledge, 2016, pp. 15-39.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (“Chapter 1: Identity”), Polity Press, 2017, pp. 18-47.

Note: No Reading Response due this week; Zoom Session from 10:30-11:45 a.m.

Jan. 22: Indigeneity in the Global South

Required Readings:

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (“Chapter 2: Colonialism”), Polity Press, 2017, pp. 48-75.

E-Book Chapter: Albert Kwokwo Barume, Land Rights of Indigenous Peoples in Africa (“The Term “Indigenous”—An Evolving Concept”), IWGIA, 2010, pp. 20-31. Available at: https://www.iwgia.org/images/publications//0002_Land_Rights_of_Indigenous_Peoples_In_Africa.pdf.

E-Journal Article: Andrew Canessa, “Indigenous Conflict in Bolivia Explored Through an African Lens: Towards a Comparative Analysis of Indigeneity,” in Comparative Studies in Society and History, Vol. 60, No. 2, 2018, pp. 308-337.

Recommended Readings:

Forte, Maximilian C. *Who is an Indian? Race, Place, and the Politics of Indigeneity in the Americas* (Toronto: University of Toronto Press, 2013).

Hall, Thomas and James Fenelon. *Indigenous Peoples and Globalization: Resistance and Revitalization* (Boulder: Paradigm Publishers, 2009).

Wade, Peter. *Race and Ethnicity in Latin America* (New York: Palgrave Macmillan, 2010).

Note: Reading Response #1 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Part II: Theoretical Considerations

Jan. 29: Indigenous Resistance and Resurgence

Required Readings:

E-Journal Article: Deborah J. Yashar, “Contesting Citizenship: Indigenous Movements and

Democracy in Latin America,” in Comparative Politics, Vol. 31, No. 1, 1998, pp. 23-42.

E-Book Chapter: Roberta Rice, The New Politics of Protest: Indigenous Mobilization in Latin America’s Neoliberal Era (“Introduction: Social Protest in Regional Perspective”), University of Arizona Press, 2013, pp. 3-18.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (“Chapter 4: Environment”), Polity Press, 2017, pp. 105-131.

Recommended Readings:

Lucero, José Antonio. *Struggles of Voice: The Politics of Indigenous Representation in the Andes* (Pittsburgh: University of Pittsburgh Press, 2008).

Madrid, Raúl L. *The Rise of Ethnic Politics in Latin America* (New York: Cambridge University Press, 2012).

Van Cott, Donna Lee. *From Movements to Parties in Latin America: The Evolution of Ethnic Politics* (New York: Cambridge University Press, 2005).

Note: Reading Response #2 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Feb. 5: Indigenous Autonomy and Plurinationality

Required Readings:

E-Journal Article: Miguel González, “Indigenous Territorial Autonomy in Latin America: An Overview,” in Latin American and Caribbean Ethnic Studies, Vol. 10, No. 1, 2015, pp. 10–36.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (“Chapter 3: Land”), Polity Press, 2017, pp. 76-104.

E-Book Chapter: Nancy Postero, The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia (“Introduction: The ‘Cultural Democratic Revolution’ of Evo Morales”), University of California Press, 2017, pp. 1-21.

Recommended Readings:

Becker, Marc. *Pachakutik: Indigenous Movements and Electoral Politics in Ecuador* (Lanham: Rowman & Littlefield, 2011).

Canessa, Andrew, ed. *Natives Making Nation: Gender, Indigeneity, and the State in the Andes* (University of Arizona, 2005).

Faguet, Jean-Paul. “Can Subnational Autonomy Strengthen Democracy in Bolivia?,” in *Publius: The Journal of Federalism*, Vol. 44, No. 4, 2014, pp. 51-81.

Note: Reading Response #3 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Feb. 12: Indigenous Women, Feminism and Femicide

Required Readings:

E-Journal Article: Stéphane Guimont Marceau, Dolores Figueroa Romero, Vivian Jiménez Estrada and Roberta Rice, “Approaching Violence against Indigenous women in the Americas from Relational, Intersectional and Multiscalar Perspectives,” in Canadian Journal of Latin American and Caribbean Studies, Vol. 45, No. 1, 2020, pp.5-25.

E-Journal Article: Paulina García-Del Moral, “The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional Reconceptualization of Femicide,” in Signs: Journal of Women in Culture and Society, Vol. 43, No. 4, 2018, pp. 929-954.

E-Book Chapter: Shannon Speed, Aida Hernandez Castillo and Lynne Stephen, eds. Dissident Women: Gender and Cultural Politics in Chiapas (“Chapter 7: Rights at the Intersection—Gender and Ethnicity in Neoliberal Mexico,” by Shannon Speed), University of Texas Press, 2006, pp. 203-221.

Recommended Readings:

Rousseau, Stéphanie and Anahi Morales Hudon, “Paths Towards Autonomy in Indigenous Women’s Movements: Mexico, Peru, Bolivia,” in *Journal of Latin American Studies*, Vol. 48, No. 1, 2015, pp. 33-60.

Safa, Helen I., “Challenging Mestizaje: A Gender Perspective on Indigenous and Afrodescendant Movements in Latin America,” in *Critique of Anthropology*, Vol. 25, No. 3, 2005, pp. 307-330.

Speed, Shannon, “States of Violence: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism,” in *Critique of Anthropology*, Vol. 36, No. 3, 2016, pp. 288-301.

Note: Reading Response #4 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Feb. 19: Reading Week (No Class)

Part III: Regional Dynamics

Feb. 26: Africa

Required Readings:

E-Book Chapter: Albert Kwokwo Barume, Land Rights of Indigenous Peoples in Africa (“Relevance and Applicability of the Concept “Indigenous” in Central, Eastern and Southern Africa”), IWGIA, 2010, pp. 32-50. Available at: https://www.iwgia.org/images/publications//0002_Land_Rights_of_Indigenous_Peoples_In_Africa.pdf.

E-Book Chapter: Claire Charters and Rodolfo Stavenhagen, eds. Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples (“The UN Declaration on the Rights of Indigenous Peoples in the African Context,” by Naomi Kipuri), IWGIA, 2009, pp.

252-263. Available at:

<http://www.internationalfunders.org/documents/MakingtheDeclarationWork.pdf>

E-Journal Article: Renée Sylvain, “Land, Water, and Truth: San Identity and Global Indigenism,” in *American Anthropologist*, Vol. 104, No. 4, 2002, pp. 1074-1081.

Recommended Readings:

Barnard, Alan and Justin Kenrick, eds. *Africa's Indigenous Peoples: 'First Peoples' or 'Marginalised Minorities?'* (Centre of African Studies: University of Edinburgh, 2001).

Ray, Donald I., Tim Quinlan, Keshav Sharma and Tacita A.O. Clarke. *Reinventing African Chieftancy in the Age of AIDS, Gender, Governance, and Development* (Calgary: University of Calgary Press, 2011).

Sylvain, Renée, “Essentialism and the Indigenous Politics of Recognition in South Africa,” in *American Anthropologist*, Vol. 116, No. 2 (2014), pp. 251-264. \

Note: Research Proposal (20%) due to Dropbox on D2L by 9:00 a.m.; Reading Response #5 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Mar. 5: Asia

Required Readings:

E-Report: Stefania Errico, *The Rights of Indigenous Peoples in Asia* (“Chapter 2: Identification of Indigenous Peoples and Recognition of Their Rights”), ILO, 2017, pp. 9-20. Available at: https://www.ilo.org/gender/Informationresources/Publications/WCMS_545487/lang--en/index.htm.

E-Journal Article: Tanya Murray Li, “Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot,” in *Comparative Studies in Society and History*, Vol. 42, No. 1 (2000), pp. 147-179.

E-Journal Article: Titia Schippers, “Securing Land Rights through Indigenousness: A Case from the Philippine Cordillera Highlands,” in *Asian Journal of Social Science*, Vol. 38, No. 2 (2010), pp. 220-238.

Recommended Readings:

Doyle, Cathal, “The Philippines Indigenous Peoples Rights Act and ILO Convention 169 on Tribal and Indigenous Peoples: Exploring Synergies for Rights Realisation,” in *The International Journal of Human Rights*, Vol. 24, Nos. 2-3, 2020, pp. 170-190.

McIntosh, Ian, “Are there Indigenous Peoples in Asia?” in *Cultural Survival Quarterly*, Vol. 24, No. 3, 2000.

Nicholas, Colin. *The Orang Asli and the Contest for Resources: Indigenous Politics, Development and Identity in Peninsular Malaysia* (IWGIA, 2000).

Note: Reading Response #6 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Mar. 12: Latin America

Required Readings:

E-Journal Article: Nancy Postero and Jason Tockman, “Self-Governance in Bolivia’s First Indigenous Autonomy: Charagua,” in Latin American Research Review, Vol. 55, No. 1, 2020, pp. 1-15.

E-Journal Article: Eduardo Gudynas, “Buen Vivir: Today’s Tomorrow,” in Development, Vol. 54, No. 4, 2011, pp. 441-447.

E-Journal Article: Rickard Lalander, “Rights of Nature and the Indigenous Peoples in Bolivia and Ecuador: A Straitjacket for Progressive Development Politics?” in Iberoamerican Journal of Development Studies, Vol. 3, No. 2, 2014, pp. 148-173.

Recommended Readings:

Nash, June C. *Mayan Visions: The Quest for Autonomy in an Age of Globalization* (New York: Routledge, 2001).

Sieder, Rachel, ed. *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy* (New York: Palgrave Macmillan, 2002).

Van Cott, Donna Lee. *Radical Democracy in the Andes* (New York: Cambridge University Press, 2008).

Note: Reading Response #7 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Part IV: Contemporary Issues and Debates

Mar. 19: UNDRIP and Indigenous Rights

Required Readings:

E-Book Chapter: Sheryl Lightfoot, Global Indigenous Politics: A Subtle Revolution (“Chapter 2: The Declaration on the Rights of Indigenous Peoples: Forging Structural Change”), Routledge, 2016, pp. 41-74.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (“Chapter 5: Rights”), Polity Press, 2017, pp. 132-156.

E-Book Chapter: Claire Charters and Rodolfo Stavenhagen, eds. Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples (“International Indian Treaty Council Report from the Battle Field: The Struggle for the Declaration,” by Andrea Carmen), IWGIA, 2009, pp. 86-95. Available at:
<http://www.internationalfund.org/documents/MakingtheDeclarationWork.pdf>.

Recommended Readings:

Brysk, Alison. *From Tribal Village to Global Village: Indian Rights and International Relations in Latin America* (Stanford: Stanford University Press, 2000).

Favel, Blaine and Ken S. Coates. *Understanding UNDRIP: Choosing Action on Priorities over Sweeping Claims about the United Nations Declaration on the Rights of Indigenous Peoples* (Ottawa: MacDonald-Laurier Institute, 2016).

Fitzgerald, Oonagh et al. *UNDRIP Implementation: Braiding International, Domestic and Indigenous Laws* (Waterloo: CIGI, 2017).

Note: Reading Response #8 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Mar. 26: Legal Pluralism and Indigenous Governance

Required Readings:

E-Book Chapter: Donald I. Ray et al., eds. Reinventing African Chieftancy in the Age of AIDS, Gender, Governance, and Development (“Chapter 9: Gender and Traditional Leadership in Botswana,” by Mogopodi H. Lekorwe), University of Calgary Press, 2011, pp. 249-266.

E-Book Chapter: Detlef Nolte and Almut Schilling-Vacaflor, eds. New Constitutionalism in Latin America: Promises and Practices (“Turning Legal Pluralism into State-Sanctioned Law: Assessing the Implications of the New Constitutions and Laws in Bolivia and Ecuador,” by Anna Barrera), Routledge, 2016, pp. 372-390.

E-Journal Article: Rachel Sieder, “Contested Sovereignties: Indigenous Law, Violence and State Effects in Postwar Guatemala,” in Critique of Anthropology, Vol. 31, No. 3, 2011, pp. 161-184.

Recommended Readings:

Anaya, James, *Indigenous Peoples in International Law* (New York: Oxford University Press, 1996).

Eisenstadt, Todd A. et al., eds. *Latin America’s Multicultural Movements: The Struggle between Communitarianism, Autonomy, and Human Rights* (New York: Oxford University Press, 2013).

Van Cott, Donna Lee, “A Political Analysis of Legal Pluralism in Bolivia and Colombia,” in *Journal of Latin American Studies*, Vol. 32, No. 1, 2000, pp. 207-234.

Note: Reading Response #9 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.

Apr. 2: University Closed (No Class)

Apr. 9: The Politics of Decolonization and Post-Colonialism

Required Readings:

E-Book Chapter: Sheryl Lightfoot, Global Indigenous Politics: A Subtle Revolution (“Chapter 8: The Transformative Potential of Indigenous Rights”), Routledge, 2016, pp. 184-196.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global

Perspectives (“Chapter 6: Culture”), Polity Press, 2017, pp. 157-173.

Recommended Readings:

Spinner-Halev, Jeff, “From Historical to Enduring Injustice,” in *Political Theory*, Vol. 35, No. 5, 2007, pp. 574-597.

Tuck, Eve and K. Wayne Yang, “Decolonization is Not a Metaphor,” in *Decolonization: Indigeneity, Education and Society*, Vol. 1, No. 1, 2012, pp. 1-40.

Webster, David, ed. *Flowers in the Wall: Truth and Reconciliation in Timor-Leste, Indonesia, and Melanesia* (University of Calgary Press, 2018).

***Note: Reading Response #10 due by 9:00 a.m.; Zoom session from 10:30-11:45 a.m.;
Research Essay (40%) due to Dropbox on D2L by 5:00 p.m. on April 15***

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/>.