

Topics in Canadian Intellectual History

Course Number: HTST 525

Instructor: Dr. Kevin Anderson

Class Location and Time: Wednesday, 2:00-4:45, SS639

Prerequisites: HTST 300

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Office Hours: Wednesday, 9:00-11:00 am

Office Location: SS643

Course Description:

This course will examine the major themes within Canadian intellectual history, paying particular attention to English Canada and the various conceptions of Canadian identity. The course will discuss such concepts as the relationship of ideas to lived reality, English Canadian nationalism, the relationship between Christianity and identity, the role of liberalism, conservatism and socialism throughout Canadian history, various interpretations of federalism and regionalism and perceptions of French Canada. The course will not only focus on written works but on imagery. It will also allow the students to analyze both elite and popular manifestations of Canadian identity, from philosophical ruminations of identity to political cartoons across the various regions of Canada, in order to deconstruct the often-assumed divide between the ideas of "great men," popular culture and "marginal" or obscure ideologies. The course will be a combination of brief lectures, detailed in-class discussions based on designated readings and in-class course assignments.

Course Objectives:

I aim to encourage students to develop as researchers, communicators and writers, not just in the classroom but in their daily lives. I hope to challenge students to approach contemporary social categories, not just ideas, from a more historical and nuanced perspective, countering essentialism, which posits a fixed character to these categories and national cultures, and teleology, which projects a framework of inevitable progress from the past into the present. It is hoped that students will question, and continue to question outside of the class, easy assumptions about not only the role of ideas in Canada, what constitutes a "respectable" ideology, or the nature of Canadian identity, but also about the wider contemporary world.

Assessment:

Participation, 25%: Participation will be evaluated on the basis of involvement in class discussion. Attendance is the prerequisite for a high participation grade, along with completing the assigned reading.

Analytical Essay, 20%, 750-1200 words, October 7th: Evaluate Carl Berger's argument in *Sense of Power* using at least **one** other scholarly secondary source that also discusses the importance

of "Britishness" and "imperialism" to Canadian identity. Do you agree or disagree with Berger's claims? How has his thesis held up to scrutiny since the original publishing of *Sense of Power*? What does this say about the changes in the field of Canadian intellectual history?

Seminar Presentation and Report, 20%, 20 minutes: Students will select a primary source important to the intellectual history of Canada from a provided list. In teams of two, students will be responsible for leading the first twenty minutes of the seminar on a particular week, analyzing the major contribution, importance and context of said source to Canadian intellectual history for the class. The team will also lead a discussion period, asking questions to the class about the overall theme of that particular week and how this relates to the source. Finally, the team will submit a brief report on the source (750-1200 words). The teams will be marked on both the presentation and the report, with the majority of the marks coming from the presentation.

Research Essay Proposal and Annotated Bibliography, 5%, 500 words, October 21st: Students must provide a brief summary of their research topic and question as well as a briefly annotated bibliography referencing at least **three** primary sources and at least **five** secondary sources. Topics will be selected in consultation with the instructor and **cannot** be on the same topic as the seminar presentation. The topic must thematically connect to the major course theme of Canadian intellectual history.

Research Essay, 30%, 3000-4500 words, December 2nd: The research essay is the main opportunity for students to develop their analytical, writing and research skills. Students must use at least **four different** primary sources and at least **ten** secondary sources. Students will also briefly present their topic and research thus far to the class in week 11. These presentations and the subsequent discussion is designed to provide instructor and peer feedback for the research essay.

While not required, students are encouraged to use the University of Calgary Archives and Special Collections located on the Fifth Floor of TDFL in the Arts and Culture Reading Room, and/or the University of Calgary's Military Museums W.A. Howard Library and Arthur J.E. Child Archives located at 4520 Crowchild Trail SW. The Glenbow Museum also has a very useful archive and special collections.

Please make sure to provide references in your work. Students must use the Chicago Style of referencing and must include page numbers in all references. The *History Student's Handbook* may prove useful for citation suggestions and format.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without endnotes or footnotes is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12 point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

All assignments must be completed to receive a passing grade in the class. Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Cell phones must be turned off during class. Laptops are allowed in-class for the purpose of copying notes only.

Required Texts:

Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*, 2nd Edition (Toronto: University of Toronto Press, 2013). Also available on Reserve at TDFL.

George Grant, *Lament for a Nation: The Defeat of Canadian Nationalism* (Montreal and Kingston: McGill-Queen's University Press, 2005). Also available on Reserve at TDFL.

Helpful Texts (optional)

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

Schedule of Topics and Readings:

Week One: Wednesday, Sept. 9th

Introduction to Canadian Intellectual History: Theoretical Perspectives and Debates

Michael Gauvreau, "Beyond the Search for Intellectuals: On the Paucity of Paradigms in the Writing of Canadian Intellectual History," in eds., Gerald Friesen and Doug Owsram, *Thinkers and Dreamers: Historical Essays in Honour of Carl Berger*, 53-90.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=60&docID=10488813&tm=1441737909462> and on Reserve at TDFL.

Ian McKay, "The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History," *Canadian Historical Review*, 81 (2000): 616-678.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=3843372&site=ehost-live>

Jeffrey L. McNairn, "In Hope and Fear: Intellectual History, Liberalism, and the Liberal Order Framework," in eds., Jean-Francois Constant and Michel Ducharme, *Liberalism and Hegemony: Debating the Canadian Liberal Revolution*, 64-97.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=73&docID=10382243&tm=1440433061936>

Week Two: Wednesday, Sept. 16th

The Victorians

Doug Owsram, "Progress, Science, and Religion: Exploring Victorian Thought in Canada," in eds., Gerald Friesen and Doug Owsram, *Thinkers and Dreamers: Historical Essays in Honour of Carl Berger*, 225-244.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=232&docID=10488813&tm=1441737943958> and on Reserve at TDFL.

A.B. McKillop, *A Disciplined Intelligence: Critical Inquiry and Canadian Thought in the Victorian Era*, online University of Calgary Library, chapters 1, 4.

Chapter 1:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=36&docID=10135253&tm=1440433227224>

Chapter 4:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=128&docID=10135253&tm=1440433258430>

George Parkin, *Imperial Federation: The Problem of National Unity* (Excerpts).

[http://babel.hathitrust.org/cgi/pt?id=uc1.\\$b242993;view=1up;seq=7](http://babel.hathitrust.org/cgi/pt?id=uc1.$b242993;view=1up;seq=7)

***Week Three: Wednesday, Sept. 23rd**

Protestantism, Social Christianity and Reform

Ramsay Cook, *The Regenerators: Social Criticism in late Victorian English Canada*, chapters 1-2, **PDF posted on D2L** and on Reserve at TDFL.

Nancy Christie and Michael Gauvreau, *Full-Orbed Christianity*, Introduction, chapter 3.

Introduction:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=2&docID=10138930&tm=1440433979349>

Chapter 3:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=90&docID=10138930&tm=1440434009932>

Carol Bacchi, *Liberation Deferred? The Ideas of English Canadian Suffragists, 1877-1918*, chapter 3.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=55&docID=10219425&tm=1440434331018>

George Munro Grant, *The Religions of the World* (Excerpts).

<http://babel.hathitrust.org/cgi/pt?id=njp.32101076516770;view=1up;seq=7>

***Week Four: Wednesday, Sept. 30th**

Visions of Paradise: Intellectuals and the West (and North)

R. Douglas Francis, "The Kingdom of God on the Prairies: J.S. Woodsworth's Vision of the Prairie West as Promise Land," in eds., R. Douglas Francis and Chris Kitzan, *The Prairie West as Promised Land*, 225-242.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=250&docID=10193512&tm=1440434883520>

Doug Owrarn, "The Promise of the West as Settlement Frontier," in eds., R. Douglas Francis and Chris Kitzan, *The Prairie West as Promised Land*, 3-28.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=28&docID=10193512&tm=1440435013817>

Charles Mair, "The New Canada: Its Natural Features and Climate" and "The New Canada: Its Resources and Productions," *Canadian Monthly and National Review*, July-Aug, 1875.

July: http://eco.canadiana.ca.ezproxy.lib.ucalgary.ca/view/oocihm.8_05010_43/8?r=0&s=1

August: http://eco.canadiana.ca.ezproxy.lib.ucalgary.ca/view/oocihm.8_05010_44/69?r=0&s=1

Robert Grant Haliburton, *The Men of the North and their Place in History* (1869).

<http://babel.hathitrust.org/cgi/pt?id=aeu.ark:/13960/t75t48g90;view=1up;seq=5>

Week Five: Wednesday, Oct. 7th

Canadian Identity: Nationalism as Imperialism, Imperialism as Nationalism?

Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*.

FIRST ASSIGNMENT DUE IN CLASS!!!

***Week Six: Wednesday, Oct. 14th**

WWI: Impetus for Modernity?

Jonathan Vance, *Death So Noble: Memory, Meaning and the First World War*, chapter 8.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=243&docID=10135997&tm=1440435933142>

Barry Ferguson, *Remaking Liberalism: The Intellectual Legacy of Adam Shortt, O.D. Skelton, W.C. Clark and W.A. Mackintosh, 1890-1925*, chapter 6.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=153&docID=10135042&tm=1440435999452>

Nancy Christie, *Engendering the State: Family, Work and Welfare in Canada*, online University of Calgary Library, chapter 2.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=61&docID=10219221&tm=1440436681947>

Stephen Leacock, "Democracy and Social Progress," 13-36, in ed., J.O. Miller, *The Era in Canada: Essays Dealing with the Upbuilding of the Canadian Commonwealth*.

<http://www.heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.cow/neracand0001&id=15>

John McCrae, *In Flanders Field*. Use copy in the University of Calgary Archives and Special Collections in the Arts and Culture Reading Room, 5th Floor of TDFL, call number ACC# 12999. What distinguishes this version of *In Flanders Field*?

***Week Seven: Wednesday, Oct. 21st**

Radicalism, Politics, Labour Reform: A Canadian Tradition?

Michiel Horn, *The League for Social Reconstruction: Intellectual Origins of the Social Democratic Left in Canada, 1930-1942*, chapter 1, 5, **PDF posted on D2L**.

Ian McKay, *Reasoning Otherwise: Leftists and the People's Enlightenment in Canada, 1890-1920*, chapter 1, **PDF posted on D2L**.

Mackenzie King, *Industry and Humanity: A Study in the Principles Underlying Industrial Reconstruction* (Excerpts).

<http://babel.hathitrust.org/cgi/pt?id=mdp.39015014232410;view=1up;seq=7>

The Regina Manifesto, <http://www.socialisthistory.ca/Docs/CCF/ReginaManifesto.htm>.

ESSAY PROPOSALS DUE IN CLASS!!!

***Week Eight: Wednesday, Oct. 28th**

Eugenics, or the Intersections of Conservatism, Progressivism and Feminism

Linda Revie, "More than Just Boots! The Eugenic and Commercial Concerns behind A.R. Kaufman's Birth Controlling Activities." *Canadian Bulletin of Medical History* 23 (2006): 119-143.

<http://www.cbmh.ca/index.php/cbmh/article/view/1269/1260>

Ericka Dyck, *Facing Eugenics: Reproduction, Sterilization and the Politics of Choice*, Introduction, chapters 2-3, **PDF posted on D2L** and on Reserve at TDFL.

Emily Murphy, article series in *Vancouver Sun*, Aug.-Oct. 1932, **PDF posted on D2L**.

C.E. Silcox, "Sterilization," *Social Welfare*, Sept.-Dec., 1936, **PDF posted on D2L**.

***Week Nine: Wednesday, Nov. 4th**

Ideas in the Interwar Era: The Strange Bedfellows of Keynesianism, Socialism, Fascism and Nativism

James Pitsula, *Keeping Canada British: The Ku Klux Klan in 1920s Saskatchewan*, Introduction, chapter 6.

Introduction:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=10&docID=10695175&tm=1440438725921>

Chapter 6:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=146&docID=10695175&tm=1440438760458>

Martin Robin, *Shades of Right: Nativist and Fascist Politics in Canada, 1920-1940*, chapter 7, **PDF posted on D2L**.

Doug Owsram, *The Government Generation: Canadian Intellectuals and the State, 1900-1945*, chapter 8, **PDF posted on D2L**.

John Murray Gibbon, *Canadian Mosaic: The Making of a Northern Nation* (London: J.M. Dent and Sons, 1939) (Excerpts), **PDF posted on D2L**.

Week 10: READING DAYS, NO CLASS THIS WEEK!!!

Week 11: Wednesday, Nov. 18th

Wartime and Beyond: Mass Culture and its Discontents

Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970*, Introduction, chapter 2.

Introduction:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=14&docID=10218654&tm=1440439228891>

Chapter 2:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=31&docID=10218654&tm=1440439264760>

Nancy Christie, "'Look out for Leviathan': The Search for a Conservative Modernist Consensus," in eds., Nancy Christie and Michael Gauvreau, *Cultures of Citizenship in Post-War Canada, 1940-1955*, 63-94.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=73&docID=10119738&tm=1440443345422>

Harold Innis, "Minerva's Owl" and "The Bias of Communication" in Innis, *The Bias of Communication*, 3-33 and 33-61.

"Minerva's Owl":

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=48&docID=10382206&tm=1440443589174>

"The Bias of Communication":

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=78&docID=10382206&tm=1440443619846>

***Week 12: Wednesday, Nov. 25th**

Canadian Political Ideas, Case Study: Postwar Conservatism and George Grant

George Grant, *Lament for a Nation: The Defeat of Canadian Nationalism*.

Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970*, chapter 6.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10218654>

W.L. Morton, "Canadian Conservatism, Now," in ed., H.D. Forbes, *Canadian Political Thought*, 301-309.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=314&docID=10334909&tm=1440443700621>

Week 13: Wednesday, Dec. 2nd

Other Quiet Revolutions? Postwar English Canada, The 1960s and the Shifting Concept of "Canadian"

Stephen Azzi, “The Nationalist Moment in English Canada,” in eds., Gregory Kealey, Lara Campbell, and Dominique Clément, *Debating Dissent: Canada and the Sixties*, 213-228, **PDF posted on D2L**.

José E. Igartua, “‘Ready, Aye, Ready’ No More? Canada, Britain, and the Suez Crisis in the Canadian Press,” in ed., Phillip A. Buckner, *Canada and the End of Empire*, online University of Calgary Library, 47-65.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=55&docID=10108818&tm=1440443826182>

Waffle Manifesto: For an Independent Socialist Canada

<http://www.socialisthistory.ca/Docs/Waffle/WaffleManifesto.htm>

Margaret Atwood, *Survival* (Excerpts).

FINAL ESSAYS DUE IN CLASS!!!

Notes:

The * denotes classes with student seminar presentations.

END OF CLASSES!!!

Important Departmental, Faculty, and University Information

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 SS110, call 403-220-3580, or email 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.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that

instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 90-100 | A+ | 4.00 | Outstanding |
| 85-89 | A | 4.00 | Excellent—superior performance showing comprehensive understanding of subject matter. |
| 80-84 | A- | 3.70 | |
| 77-79 | B+ | 3.30 | |
| 73-76 | B | 3.00 | Good—clearly above average performance with knowledge of subject matter generally complete. |
| 70-72 | B- | 2.70 | |
| 67-69 | C+ | 2.30 | |
| 63-66 | C | 2.00 | Satisfactory—basic understanding of the subject matter. |
| 60-62 | C- | 1.70 | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. |

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 56–59 | D+ | 1.30 | Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject. |
| 50–55 | D | 1.00 | |
| 0–49 | F | 0 | Fail—unsatisfactory performance or failure to meet course requirements. |

Plagiarism:

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student’s Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one’s own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts’ associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

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 grounds 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_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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