



DEPARTMENT OF HISTORY  
FACULTY OF ARTS

***LAST 401 S01***  
***Integrative Seminar in Latin American Studies:***  
***Indigenous Movements***  
***Winter 2018***

**INSTRUCTOR:** Dr. Roberta Rice

**TELEPHONE:** (403) 220-5384

**OFFICE:** SS 734

**EMAIL:** roberta.rice@ucalgary.ca

**OFFICE HOURS:** Mon. 11:00 a.m. – 11:50 a.m., Wed. 1:00 p.m. – 1:50 p.m.

**COURSE DAY/TIME:** Wed. 2:00 p.m. – 4:45 p.m.

**COURSE PRE-REQUISITES:** LAST 201 or 211 and 203 or 311 and completion of at least 8 full-course equivalents or consent of the Program Coordinator

**COURSE LOCATION:** EDC 278

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

**COURSE DESCRIPTION:**

This course is an advanced research seminar on Indigenous rights movements in Latin America. Over the past two decades, the region's Indigenous peoples have become increasingly visible social and political actors. In addition to providing a broad analytical and interdisciplinary introduction to the topic, the course aims to make students think critically about the role of Indigenous peoples in Latin American politics and society. Students will be given the opportunity to conduct in-depth research on an aspect of Indigenous peoples' movements relevant to the course, then write and present a seminar paper on the results. Topics to be covered include Indigenous-state relations, Indigenous movements and democracy, globalization and autonomy, multiculturalism and ethnodevelopment, Indigenous rights and extractive industry, and violence against Indigenous women in the region.

**COURSE OBJECTIVES & LEARNING OUTCOMES:**

The purpose of the course is to train students to think critically about the causes and consequences of Indigenous rights struggles in Latin America. As a learning outcome, students will develop the capacity to analyze substantive issues in the field of Latin American Studies and to situate contemporary conflicts and debates in their historical and socio-political contexts.

**REQUIRED TEXTBOOKS:**

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

Electronic journal articles and course reserve chapters are available on our D2L course page: <http://d2l.ucalgary.ca>

Martin Edwin Andersen, Peoples of the Earth: Ethnonationalism, Democracy, and the Indigenous Challenge in 'Latin' America (Lexington Books, 2010).

Moisés Arce, Resource Extraction and Protest in Peru (University of Pittsburgh Press, 2014).

Monica C. DeHart, Ethnic Entrepreneurs: Identity and Development Politics in Latin America (Stanford University Press, 2014).

Paul W. Drake and Eric Hershberg, eds., State and Society in Conflict: Comparative Perspectives on Andean Crises (University of Pittsburgh Press, 2006).

Brooke Larson, Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes, 1810-1910 (Cambridge University Press, 2004).

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

Roberta Rice, The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era (The University of Arizona Press, 2012).

Rachel Sieder, ed., Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy (Palgrave MacMillan, 2002).

Shannon Speed, Aida Hernandez Castillo and Lynne Stephen, eds., Dissident Women: Gender and Cultural Politics in Chiapas (University of Texas Press, 2006).

Peter Wade, Race and Ethnicity in Latin America (Pluto Press, 2010).

**COURSE COMPONENT WEIGHTS AND DUE DATES:**

COMPONENT	WEIGHTING	DUE DATES
Research Proposal	20	Feb. 14
Research Essay	40	Apr. 11
Participation	20	Every Session
Presentation on the Readings (2)	20	Student's Choice
Total	100%	

**COURSE FORMAT AND EXPECTATIONS**

The class will be taught in a discussion-based, seminar-style format. Students are expected to attend all class sessions and complete the assigned readings before they are discussed in class. Student participation in seminar discussions and activities is highly encouraged.

**RESEARCH PROPOSAL**

The research proposal should be submitted in hardcopy at the start of the class in which it is due. 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 question and cases, locating sources, and organizing your ideas in a timely fashion. Research

proposals should be between 3-4 double-spaced pages plus the bibliography. Proposals should: a) identify your research question and case study; b) outline what other scholars have said or found on the topic; c) outline your basic argument; and d) outline your research design and identify what kinds of data (e.g. specific statistics, historical evidence, etc.) you will use to support your argument. You should attach a one-page proposed bibliography to your proposal. Proposals that fail to cite sources throughout the paper will NOT be accepted. *You must draw on material from this course in your research proposal and essay.* Both the research proposal and the essay assignments will be discussed in detail in lecture session.

### RESEARCH ESSAY

The research essay should be submitted in hardcopy at the start of the class in which it is due. The essay assignment is an opportunity for you to examine an aspect of an Indigenous rights struggle in Latin America. The essay should be approximately 10-12 double-spaced pages plus the bibliography. Ensure that you state your question in the introduction, provide an overview of the literature on your topic, support your assertions with evidence, and conclude by summarizing your findings and outlining any questions or avenues for future research. You must cite sources either in footnotes, endnotes or embedded in the text and provide a bibliography. Please note that you must incorporate at least two sources from the course syllabus in your essay. And remember, if you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas, you must cite the source. Essays that do not adhere to standard citation practice will NOT be accepted.

### PARTICIPATION

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 class discussions and activities as well as the presentation of your research essay during our final class. Class attendance and participation are necessary components of this course. An attendance sheet will be circulated at the start of each class.

### PRESENTATION ON THE READINGS

Each student is expected to present on the readings and lead class discussion twice during the term. Students should regard their presentations as an opportunity to improve their public speaking skills. You can choose the topics/dates of your presentation via a sign-up sheet that will be circulated in class. The content of your presentation will be based mainly (but not only) on the readings assigned for that week. You may also bring outside sources to bear: maps, relevant films/videos. In addition to presenting on the readings, students should prepare discussion/debate questions for fellow classmates to address and/or an in-class learning activity. At least two students will be presenting during each class. Students are expected to coordinate with the other presenters ahead of time to set the agenda for discussion. If you have to miss the class in which you are presenting, you must arrange to switch weeks with another student in the course. There will be no alternative assignment

### EVALUATION CRITERIA FOR WRITTEN WORK

- 1) *Level of Style and Organization:* Your work must be completely free of grammatical, spelling and typographical errors. References can be in any style but the same format must be used consistently and they must be accurate. The organization of the paper

should assist the reader by providing a readily understandable presentation of background information, research findings, analysis and conclusions.

- 2) *Adequacy of the Research*: Your findings should be derived from thorough research. Your work should be free of major factual errors or unsupported and/or undocumented assertions. You should link your findings to those of other scholars and draw meaningful conclusions based on your evidence.
- 3) *Cogency of the Argument*: Your written work should have a clear focus and an argument that is logically constructed. Your analysis should display understanding of the topic and originality of thought.

### LATE PENALTIES

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.

### INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or office hours. Email is a common form of communication but it is not always the most effective way of answering student questions.

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.

## COURSE SCHEDULE AND ASSIGNED READINGS

### **Jan. 10: Introduction and Course Overview—Peoples of Abya Yala**

### **Jan. 17: Historical Roots of Dispossession**

*E-Book Reading:* Peter Wade, Race and Ethnicity in Latin America, (“Chapter 2: Blacks and Indigenous Peoples in Latin America”), Pluto Press, 2010, pp. 24-40.

*E-Book Reading:* Paul W. Drake and Eric Hershberg, State and Society in Conflict: Comparative Perspectives on Andean Crises, (“Chapter 2: Unfinished States—Historical Perspectives on the Andes,” by Jeremy Adelman), University of Pittsburgh Press, 2006, pp.41-73.

*E-Book Reading:* Brooke Larson, Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes, 1810-1910, (“Conclusion: Postcolonial Republics and the Burden of Race”), Cambridge University Press, 2004, pp. 246-253.

### **Jan. 24: Indigenous Peoples and the State**

*E-Book Reading:* Rachel Sieder, ed. Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy (“Chapter 1: Indigenous Peoples and the State in Latin America: An Ongoing Debate,” by Rodolfo Stavenhagen), Palgrave MacMillan, 2002, pp. 24-44.

*E-Journal Reading:* Mario Vargas Llosa, “Questions of Conquest: What Columbus Wrought, and What He Did Not,” in Harper's Magazine, Vol. 281, No. 1687 (Dec. 1990), pp. 45-53. Available on-line at: <http://harpers.org/archive/1990/12/questions-of-conquest/>.

*Course Reserve Reading:* Heather Marie Layton and Harry Anthony Patrinos, Indigenous Peoples, Poverty and Human Development in Latin America, (“Chapter 2: Estimating the Number of Indigenous Peoples in Latin America”), Palgrave Macmillan, 2006, 25-39.

### **Jan. 31: Indigenous Peoples and the Revolutionary Left**

*Course Reserve Reading:* Elisabeth Burgos-Debray, I, Rigoberta Menchú, An Indian Woman in Guatemala, (“Introduction,” and “The Family”), Verso, 1984, pp. xi-6.

*Course Reserve Reading:* David Stoll, Rigoberta Menchú and the Story of All Poor Guatemalans, (“Chapter 1: The Story of All Poor Guatemalans”), Westview Press, 1999, pp. 1-12.

*E-Book Reading:* Roberta Rice, The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era, (“Chapter 6: Peru—Crisis and Contention”), University of Arizona Press, 2012, pp. 87-101

*Course Reserve Reading:* Orin Starn, ed., The Peru Reader: History, Culture, Politics (“Chaqwa,” by Robin Kirk), Duke University Press, 2<sup>nd</sup> edition, 2005, pp. 370-383.

## **Feb. 7: Indigenous Movements and Democracy**

*E-Book Reading:* Martin Edwin Andersen, Peoples of the Earth: Ethnonationalism, Democracy, and the Indigenous Challenge in 'Latin' America, ("Introduction"), Lexington Books, 2010, pp. 16-31.

*E-Book Reading:* Paul W. Drake and Eric Hershberg, eds., State and Society in Conflict: Comparative Perspectives on Andean Crises, ("Chapter 7: Ethnic Politics and Political Instability in the Andes," by Deborah J. Yashar), University of Pittsburgh Press, 2006, pp.41-73.

*E-Journal Reading:* Roberta Rice, "From the Ground Up: The Challenge of Indigenous Party Consolidation in Latin America," in Party Politics, Vol. 17, No. 2, 2011, pp. 171-188.

## **Feb. 14: Globalization and Indigenous Autonomy**

*E-Book Reading:* June C. Nash, Mayan Visions: The Quest for Autonomy in an Age of Globalization ("Chapter 1: Indigenous Counterplots to Globalization Processes"), Routledge, 2001, pp. 1-30.

*Course Reserve Reading:* Alison Brysk, From Tribal Village to Global Village: Indian Rights and International Relations in Latin America ("Introduction: When Worlds Collide"), Stanford University Press, 2000, pp. 1-27.

*Course Reserve Reading:* Mario Blaser, ed., Indigenous Peoples and Autonomy: Insights for a Global Age, ("Chapter 1: Reconfiguring the Web of Life: Indigenous Peoples, Relationality, and Globalization," by Mario Blaser, et al.), University of British Columbia Press, 2010, pp. 3-26.

\*\*\*Research Proposal Assignment Due at the Start of Class\*\*\*

## **Feb. 21: Mid-Term Break (No Classes)**

## **Feb. 28: Multiculturalism and the Politics of Recognition**

*E-Journal Reading:* Charles R. Hale, "Does Multiculturalism Menace? Governance, Cultural Rights and the Politics of Identity in Guatemala," in Journal of Latin American Studies, Vol. 34, No. 3, 2002, pp. 485-524.

*Course Reserve Reading:* Todd A. Eisenstadt, ed., Latin America's Multicultural Movements: The Struggle Between Communitarianism, Autonomy, and Human Rights, ("Introduction: Reconciling Liberal Pluralism and Group Rights: A Comparative Perspective on Oaxaca, Mexico's Experiment in Multiculturalism," by Todd A. Eisenstadt, et al.), Oxford University Press, 2013, pp. 3-17.

*Course Reserve Reading:* María Elena García, Making Indigenous Citizens: Identities, Education, and Multicultural Development in Peru ("Chapter 3: Community Politics and Resistance—Challenging Representation"), Stanford University Press, 2005, pp. 87-109.

### **Mar. 7: Legal Pluralism and Indigenous Governance**

*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.

*E-Book Reading:* 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.

*E-Journal Reading:* Roberta Rice, “How to Decolonize Democracy: Indigenous Governance Innovation in Bolivia and Nunavut, Canada,” in Bolivian Studies Journal, Vol. 22 (2016), pp. 220-242. Available at: <https://bsj.pitt.edu/ojs/index.php/bsj/article/view/169>.

### **Mar. 14: Sumak Kawsay and the Rights of Nature**

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

*E-Journal Reading:* Sarah A. Radcliffe, “Development for a Postneoliberal Era? *Sumak Kawsay*, Living Well and the Limits to Decolonisation in Ecuador,” in Geoforum, Vol. 43, 2012, pp. 240-249.

*E-Journal Reading:* 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.

### **Mar. 21: Ethnodevelopment and Indigenous Communities**

*E-book Reading:* Monica C. DeHart, Ethnic Entrepreneurs: Identity and Development Politics in Latin America, (“Chapter 1: Emergent Ethnic Landscapes”), Stanford University Press, 2014, pp. 1-25.

*Course Reserve Reading:* Robert Andolina, Nina Laurie, and Sarah A. Radcliffe, Indigenous Development in the Andes: Culture, Power, and Transnationalism, (“Introduction: Indigenous Development in the Andes”), Duke University Press, 2009, pp. 1-21.

*E-Journal Reading:* Sarah Chartock, “How Movement Strength Matters: Social Movement Strength and the Implementation of Ethnodevelopment Policy in Ecuador and Peru,” in Studies in Comparative International Development, Vol. 46, 2011, pp. 298-320.

### **Mar. 28: Indigenous Rights and Extractive Industry**

*E-Journal Reading:* Michael Löwy, “Ecosocial Struggles of Indigenous Peoples,” in Capitalism Nature Socialism, Vol. 25, No. 2, 2014, pp. 14-24.

*E-Journal Reading:* Emma McDonnell, “The Co-Constitution of Neoliberalism, Extractive Industries, and Indigeneity: Anti-Mining Protests in Puno, Peru,” in The Extractive Industries and Society, Vol. 2, 2015, pp. 112-123.

*E-Book Reading:* Moisés Arce, Resource Extraction and Protest in Peru, (“Chapter 6: Blood in the Jungle”), University of Pittsburgh Press, 2014, pp. 103-118.

#### **Apr. 4: Violence against Indigenous Women**

*E-Journal Reading:* Stéphanie Rousseau 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.

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

*E-Journal Reading:* James Rodríguez, “Confronting Goldcorp: An Interview with a Guatemalan Activist,” in NACLA: Report on the Americas, Vol. 42, No. 5, 2009, pp. 16-17.

#### **Apr. 11: Research Roundtable—Paper Presentations (Final Class)**

\*\*\*Research Papers Due at the Start of Class\*\*\*

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### **Important Departmental, Faculty, and University Information**

*Department Twitter @ucalgaryhist*

#### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

#### **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:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). 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](http://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 course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. 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 (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. 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.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
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	

Percentage	Letter Grade	Grade Point Value	Description
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.
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* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), 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 (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction,

enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

**Campus Resources for Mental Health:**

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 SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- 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>

*Winter 2018*