



## International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>

Winter 2023

### INDG 503 (L01) (Advanced Topics in International Indigenous Studies)

Pre/Co-Requisites 60 units, including 3 units in courses labelled Indigenous Studies at the 300 level.	
Instructor: Dr. Barbara G. Barnes	Lecture Location: SS006
Phone: 403-220-3869	Lecture Days/Time: Wednesday 17:00-19:45 pm
Email: <a href="mailto:bgbarnes@ucalgary.ca">bgbarnes@ucalgary.ca</a>	
Office: SS 721	Office Hours: Wednesday 1:00-3:00 pm
Instructor Email Policy: emails will be answered within 24 hours.	

#### **COURSE DESCRIPTION**

*An In-depth investigation of selected topics in International Indigenous issues. We will compare Canada's, New Zealand's and Peru's Indigenous Peoples. For example their history of their past (creation myths, cosmologies, way of life prior to colonization); present way of life will be explored (rituals, ceremonies, colonization) and a look into the future (use of healing strategies, reconciliation, revitalization). In comparing the three Indigenous Peoples we will be able to understand the impact that colonization had on them.*

#### **COURSE OBJECTIVES & LEARNING OUTCOMES**

*The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.*

*For the full list of program learning outcomes expected at the end of the degree, please see: <https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>*

*For this Course, the learning objectives are:*

- 1. To build an awareness, and understanding and an appreciation of the perspectives and cultures of Canada's, New Zealand's and Peru's Indigenous Peoples.*
- 2. To increase students understanding of the impact of European settlement on Indigenous Peoples.*
- 3. To foster an understanding and appreciation of Indigenous identity.*
- 4. To increase students' understanding of the complexity of defining identity.*
- 5. To increase students' critical and creative thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusions.*

**REQUIRED TEXTBOOK(S)**

List of required textbooks are:

1. Blair Stonechild (2020). *Loss of Indigenous Eden and the Fall of Spirituality*. University of Regina Press. (Can be located at U of C Bookstore).
2. *Captivating History*.(2022). *Maori History: a captivating guide to the History of the Indigenous Polnesian People of New Zealand*. (Must be bought through Amazon.ca).
3. *Captivating History* (2017). *Incas: a captivating guide to the History of the Inca Empire and Civilization*. (Must be bought through Amazon.ca).

**COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
<b>Response Critique #1</b>	<b>10%</b>	<b>Feb. 1, 2023</b>
<b>Response Critique #2</b>	<b>10%</b>	<b>March 1, 2023</b>
<b>Response Critique #3</b>	<b>10%</b>	<b>March 22, 2023</b>
<b>Midterm Exam</b>	<b>15%</b>	<b>Feb. 15, 2023</b>
<b>Research Paper</b>	<b>35%</b>	<b>April 5, 2023</b>
<b>Final Exam</b>	<b>20%</b>	<b>April 15-26 TBA</b>
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible (see Late Penalties).

**COURSE SCHEDULE & TOPICS****Tentative Class Schedule**

The following is the list of material covered each class. You are expected to come to class prepared by having read the articles and chapter material. **This list is tentative and may be altered when necessary.**

	DATE	Activity
	WED JAN 11	<b>INTRODUCTION:</b> (a)Who We Are. (b)Review syllabus, Exams, Response Critiques, Research Paper. (c)Creation Stories, Canada, New Zealand, Peru.

	WED JAN 18	<p><b>IN THE BEGINNING:</b></p> <p>(a)Films: 1." When worlds collide: The untold story of the America's after Columbus". (1.30 hours).</p> <p>(b)Films: 2." First People in New Zealand, Māori History, Documentary". (54 minutes).</p> <p>(c)Chap 1-3 Māori History.</p>
	WED JAN 25	<p><b>COSMOLOGIES:</b></p> <p>(a)Films: 3. "Indigenous Peoples in Canada before Europeans contact" (50 minutes).</p> <p>(b)Cosmology: Peru: Article Shamanic Mysteries of Peru Chapter 2, Chapter 6 (Incas text) Google Article: "Cosmological Ideas among the Indians of the Southern Andes".</p> <p>(c)Cosmology: Māori: Google Article: "Māori Cosmology". Two Worlds Article.</p> <p>(d)Cosmology: Canada: Google: "Skylore/Rothney Astrophysical Observatory/Faculty of Science".</p>
	WED FEB 1	<p><b>VALUES, SPIRITUAL TOOLS:</b></p> <p>(a)<b>RESPONSE CRITIQUE DUE***</b></p> <p>(b)Preface and Chapter 1 (Eden text).</p> <p>(c)7 sacred teachings: Canada.</p> <p>(d)7 disciplines (Eden text p.11)</p> <p>(e)Sacred Partnership (Eden text p.27) Peru.</p> <p>(f)Google: "Moral code and values in Inca society".</p> <p>(g)Google: "Māori values help to protect whanau".</p> <p>(i)Google: "Tikanga Māori Values".</p>
	WED FEB 8	<p><b>SPIRITUAL, CEREMONIES, PHILOSOPHY:</b></p> <p>(a)Google:" Ontario Human Rights Commission: 11. Indigenous spiritual practices" Canada.</p> <p>(b)Canada: Google: "Important Indigenous ceremonies".</p> <p>(c)Google: "5 Ancestral Ceremonies you can enjoy in Peru".</p> <p>(d)Google: "Andean Philosophy".</p> <p>(e)Google: "What is Māori Philosophy?"</p> <p>(f)Google: "Māori Philosophy".</p> <p>(g)Google: "Indigenous Philosophies by Miguel van der Velden".</p> <p>(h)Chapter 2 Eden Text.</p>
	WED FEB 15	<p><b>MIDTERM EXAM</b></p>

	WED FEB 22	<b>TERM BREAK: NO CLASS.</b>
	WED MAR 1	<b>COLONIZATION:</b> (a) <b>RESPONSE CRITIQUE DUE***</b> (b)Canada: Residential Schools. (c)Chapter 4 Māori History. (d)Google: "Colonisation, hauora and whenua in Aotearoa". (e)Google: "The miserable remnant of this ill-used people: colonial genocide and the Moriori of New Zealand's Chatham Islands". (f)Google: "Pizarro & the Fall of the Inca Empire" (g)Google: Spanish conquest of the Inca Empire" (h)Article: "Chapter 12-The Spanish Conquest "Ancient Civilizations. (h)Chapters 11 & 12 Inca Text. (i)Chapter 3 & 4 Eden Text. (j)Chapter 1 "Teach the Body-Māori in Colonial New Zealand article.
	WED MAR 8	<b>RELIGION:</b> (a)Google: "Inca Religion" (b)Google: "Religion in Peru" (c)Google: "Māori and religion." (d)Google: "Traditional Māori religion by Basil Keane". (e)Google: "Māori Beliefs". (f)Google: "Religion and Spirituality of Indigenous Peoples in Canada".
	WED MAR 15	<b>KNOWLEDGE:</b> (a)Google: "Respecting nature: The Māori way". (b)Google: "What is Indigenous Traditional Knowledge?". (c)Google: "Indigenous Knowledge and Traditional Knowledge". (d)Google: "Peru: Traditional Knowledge enhances Modern Medicine". (e)Google: "Matauranga Māori-the Ukaipo of knowledge in New Zealand". (f)Chapter 7 Māori History Text. (g)Chapter 5 & 6 Eden Text.
	WED MAR 22	<b>IDENTITY:</b> (a) <b>RESPONSE CRITIQUE DUE***</b> (b)Definition of Identity. (c)Chapter 5 Māori History Text. (d)Google: "Fluid Identities: Exploring ethnicity in Peru" Maritza Paredes. (e)Google: "getting to know the Indigenous People of Peru". (f)Google: "A Golden Symbol of National Identity Returns to Peru". (g)Google: "The Multi-Dimensional Model of Māori Identity and Cultural Engagement" by C.A. Houkamau, and C.G. Sibley (h)Google: "Perspectives towards Māori identity by Māori heritage language

		learners" Awanui Te Huia. (i)Chapter 5 Māori History Text.
	WED MAR 29	<b>RECONCILIATION:</b> (a)Google: "Ten Years after Peru's Truth Commission" (b)Google: Peru: The Truth and Reconciliation Commission-a first step towards a country without injustice". (c)Google: "New Zealand's Indigenous reconciliation efforts show having a treaty isn't enough". (d)Google: Canada "Comparative Approaches to Reconciliation". (Policy paper for the reconciliation working group). (e)Chapter 9 Eden Text.
	WED APRIL 5	<b>HEALING AND OUTCOMES:</b> (a) <b>RESEARCH PAPER DUE***</b> (b)Healing lodges, sweat lodges, Oral stories TRC, Calls to Action. (c)Google: "When a river becomes a person". (d)Google: "Nature and nurture: Connecting conservation and wellbeing".
	APRIL 12	<b>PREP/REVIEW FOR FINAL EXAM:</b>
	APRIL 15-26	<b>FINAL EXAM PERIOD</b>

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

### **ASSIGNMENT(S)**

#### **ASSIGNMENT: JOURNAL, FILM, READING RESPONSE CRITIQUE:**

##### **DUE:**

- |  |                             |
|--|-----------------------------|
| 1. FIRST CRITIQUE DUE: February 1, 2023, | WEIGHT: 10%                 |
| 2. SECOND CRITIQUE DUE: March 1, 2023,   | WEIGHT: 10%                 |
| 3. THIRD CRITIQUE DUE: March 22, 2023,   | WEIGHT: 10%                 |
|  | <b>TOTAL: 30% OF GRADE.</b> |

Starting on the 4<sup>th</sup> week of classes beginning, students will be responsible for writing a response to the readings/texts/films 3 times over the semester (as designated on the class schedule). Students will reflect on themes and observations from the readings/films/texts and their own personal thoughts/responses/questions/stories etc., inspired/in conversation with that week's reading. Responses should be one page in length. Each entry should do the following:

- Engage the full readings for the week; include a section of critical summary of key points

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- **Connect the reading to Indigenous issues for that week.**
- **Self-reflexivity (how you connect or struggle to connect personally to the reading, or how the readings advance your understanding of highlights and/or issues compared to your understanding of the issues).**

**Journal responses are due by 11:59 pm on the day it is due. Responses will be graded as follows:  
Pass/Fail 10%.**

### **RESEARCH PAPER(S)**

**Assignment:** RESEARCH PAPER

**Due:** APRIL 5, 2023

**Length:** 10-12 typed pages, double spaced, 12 pt font.

**Weight:** 35%

**THE TASK:** Choose a topic that you are eager to explore and find answers to. Construct a clearly focused research question about it. Conduct the research necessary to contextualize the issue you are addressing and to answer your question. Remember that a well thought out research question is at the heart of the paper. Your project must be related to the subject matter of the course. You should provide your reader with enough background information to appreciate the context that inform the topic you are addressing and the significance of the question you have raised. You should also assert your thesis clearly and provide convincing evidence to support it.

**EVALUATION:** Papers will be evaluated based on the following criteria: a clearly proposed research question and quality of research using at least 10 sources (7 pts), analytical sophistication, sufficient detail and inductive reasoning (7 pts), quality offered for probing and illuminating analysis answering your question, depth of your insight and opinion (7 pts), writing effectiveness (deductions will occur for writing errors, spelling, punctuation, etc.) (7 pts), presentation (typewritten, double-spaced) properly formatted annotated bibliographies, sources acknowledged through paper, and proper title page. (7 pts).

**PRESENTATION FORMAT:** Papers should be typewritten and double-spaced. They must include **annotated bibliographies** of no less than **TEN sources**. An annotated bibliography includes a short paragraph (approximately 4-5 sentences) in which you **describe and evaluate** (not summarize) the source briefly. Follow correct bibliographic form, using the **APA style**.

Sources must be carefully acknowledged throughout the paper in accordance with the APA style format. Remember that plagiarism is a serious offence and must be avoided. You must document not only direct quotations, but also paraphrases and borrowed ideas where they appear in your text. A list of references at the end of your paper is insufficient by itself. Readers **MUST BE ABLE TO TELL YOUR WORDS AND IDEAS FROM THOSE OF OTHERS**. All sources must be properly acknowledged, including Web pages and visual media. If in doubt as to what constitutes plagiarism, students should consult the student calendar and the instructor. Research presented in a format other than the research paper should also include an annotated bibliography. **DO NOT USE WIKIPEDIA, BLOGS, TWEETS, OR YOU WILL BE ASSESSED A FAILING GRADE.**

Include a "Title Page" and "Reference Page". These pages do not count in the required 10–12-page length. Also, use 12 Font and do not leave spaces between paragraphs, and always "indent" your first paragraph.

**GENERAL SUGGESTIONS:** Remember that your research question is at the heart of your paper and setting it out clearly facilitates the process of writing a research paper. Some of you may already know what topic you wish to search out, and the question you wish to answer; if not, make use of the required readings, as well as lectures, class discussions and of information you might gather from staying abreast of local, regional, national, and international news to help you to discover appropriate topics and to construct researchable questions.

I have listed a few possible topics that could be the basis of a research project. Please note that these suggestions are broad and will need to be narrowed considerably. It is hoped that it will stimulate students to raise research questions of their own that would provide a suitable point of departure for this assignment. Students should consult the instructor about their topic and research questions and be creative.

Students should consult as many relevant sources as possible to explore their topic adequately.

### **Some Possible Research Topics:**

1. Ceremonies and rituals of Canada, New Zealand and Peru.
2. Some aspect of oral tradition (e.g., creation myths, stories about heroes, etc.).
3. Differences and/or similarities among three Indigenous cultures.
4. Compare spirituality among the three Indigenous groups.
5. The role of sustaining Indigenous identity.
6. Compare Indigenous groups' epistemology. Choose two groups and compare three ways of life.
7. Compare similarities and differences of Indigenous Justice. Compare Canadian Justice system with Indigenous Restorative Justice.
8. The impact of colonization.
9. Impacts of education, similarities, and differences.
10. The role of women (past and present) among the three groups.
11. Role of Intergenerational Trauma
12. Truth and Reconciliation

### **Example of Annotated Bibliography:**

Barnes, B.G. (2077). *The identity of sasquatch*. Toronto, University of Toronto Press.

This reference talked about the secret sasquatch being observed by many. It is a great source for getting details as to what people have found. This book should be read by students in this class, or anyone searching for information about sasquatches. It helped me make my points throughout the paper.

Smith, D.B. (2035). *Growing up in Calgary in the 1700's*. Calgary, University of Calgary Press.

This reference provided hilarious accounts of what people did back in the 1700s in Calgary, Alberta. It was a super article as I was able to compare behavior's that differed in other parts of Canada. A worthwhile read.

### **MID-TERM EXAMINATION**

*The students will write one two hour Closed Book Mid-Term Exam testing their knowledge of the material covered to that point. This exam will consist of two parts. Part A will be a Contextualization, given 6 short answer questions to which the student will answer 4 of them. 2.5 points will be given for each question for a total of 10 points. Part B will be an Essay question Students will have a choice of choosing one essay out of two given. Total points for the essay will be 15 points.*

**FINAL EXAMINATION**

*Provide the following detailed information*

Final Exam	Yes
Format	Registrar scheduled, in class
Modality	Registrar scheduled exam in person
Type	Short answer and essay
Duration	120 minutes
Aids	Closed book, No materials allowed.

**WRITING STATEMENT**

Written assignments are often required in International Indigenous Studies 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:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+ (96-100)	B+ (80-84.99)	C+ (65-69.99)	D+ (53-54.99)
A (90-95.99)	B (75-79.99)	C (60-64.99)	D (50-52.99)
A- (85-89.99)	B- (70-74.99)	C- (55-59.99)	F (0-49)

These are the grade ranges and specific numeric values I assign to letter grades on D2L. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

**LATE PENALTIES**

*Assignments submitted after the deadline will be penalized with a loss of 3 marks for each day (not Class) that the assignments is overdue. For example, an essay that receives an 18/20 will receive a 15/20 if one day late. Please contact me ahead of time if possible if you will not be attending class or submitting work late. Students who have documentation of prolonged absence or illness should contact the Program coordinator of Indigenous Studies at [indg.director@ucalgary.ca](mailto:indg.director@ucalgary.ca)*

**INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these



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hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is disruptive to others and will not be tolerated.

\*Students who are parents with sick children at home, please let me know ahead of time that you have your cell phone on and may need to leave the room to answer your call and/or leave class.

### **MENTAL HEALTH SUPPORTS**

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

### **IMPORTANT POLICIES AND INFORMATION**

#### **Absence From a Mid-term Examination**

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

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

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

#### **Deferral of a Final Examination**

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

<https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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**Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Academic Misconduct:**

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

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

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

**Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

**Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

**Academic Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

**Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval

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is required.

### **Instructor Intellectual Property**

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

### **Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

### **Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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

### **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

### **Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

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

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

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**Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](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)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto: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/>.

*Facebook Group for Indigenous Studies Program:* <https://www.facebook.com/groups/UC.IIST/>

*INDG Program Website:* <http://www.ucalgary.ca/indg/>

*Writing Symbols Lodge (Native Centre) Website:* <https://www.ucalgary.ca/nativecentre>

*Library and Resource Website :* <http://www.ucalgary.ca/library>