



2021-2022 Academic Year



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 201 L01
INTRODUCTION TO GOVERNMENT & POLITICS
Winter 2022

INSTRUCTOR: Chris W. J. Roberts

TELEPHONE: Cell (403) 870-9241

OFFICE: SS 702

OFFICE HOURS: Tuesday 13:00 - 14:00 & Wednesday 11:00 - 12:00 or by appointment

EMAIL: christopher.roberts@ucalgary.ca

COURSE D2L: <https://d2l.ucalgary.ca>

COURSE DAY/TIME: Tuesday/Thursday 09:30 - 10:45

DELIVERY METHOD: In-person (or synchronous via Zoom when remote learning designated)

COURSE LOCATION: SB 103

COURSE PRE-REQUISITES: None

TUTORIAL/SEMINAR: DAY/TIME/LOCATION*

TUT 1	M 10:00 - 10:50	SA 017
TUT 2	W 10:00 - 10:50	SA 015
TUT 3	R 14:00 - 14:50	SA 015
TUT 4	R 15:30 - 16:20	SA 015
TUT 5	F 13:00 - 13:50	SA 015
TUT 6	F 14:00 - 14:50	SA 015

**Tutorials start in Week 3. Please refer to "Course Schedule and Topics" for the tutorial schedule. During remote learning weeks, please use the unique Zoom links for your specific tutorial section posted on D2L.*

COURSE DESCRIPTION:

How does humanity organize itself to solve increasingly complex collective action problems (or why too often fail to solve them)? This course serves as an introduction to the basic language, theories and theorists, concepts, and institutions of politics and political science. It provides an overview of the ideas and institutions that make up what we conventionally call government. Fundamentally, the course will introduce students to the various exciting and dynamic fields of political science. These fields will be explored through important, controversial, and in some cases long-standing conflicts that have given rise to political enquiry in Canada and around the world. Those fields include Canadian politics (appropriate

after an election just last fall), political theory, comparative politics, and international relations. We'll also touch on a diverse range of sub-fields such as security studies, gender and politics, global political economy, and Indigenous politics. The course will also include a cross-cutting theme: "what can you do with a degree in political science?"

COURSE OBJECTIVES & LEARNING OUTCOMES:

This course is designed to help students develop a number of important skills towards becoming informed and critically engaged citizens and political observers in a dynamic and complex world. Upon completion, students will have begun to develop those conceptual skills plus two key capacities.

Conceptual:

- Communicate using a "conceptual vocabulary" of terms important to the political world in which we generally live, work, and play.
- Be able to participate intelligently and knowledgeably in ongoing debates about the role of government in society (i.e., to ask better questions, to listen and assess, to move beyond beliefs and opinions to reasoned and logical arguments, to see the interconnectedness of things relevant to political life, etc.).
- Understand the way in which political institutions and key actors have shaped the development of Canadian society, other countries, and international politics.

Capacities:

- The course also seeks to improve students' communicative writing skills. To be a critical and aware person requires sharp listening, research, and observation skills, and, subsequently, clear and concise communication of understanding, ideas, and analysis. Applying concepts to everyday problems, situations, or issues requires a focused brevity that clearly connects a concept to a lived problem. To hone these skills students will be asked to deploy concepts in assignments with strict space constraints. These types of assignments encourage students to consider, first, what elements of a concept are most relevant to a particular problem, and second, how to communicate this relationship clearly and convincingly in a limited space.
- Tutorial sessions, led by a team of excellent Teaching Assistants (TAs), will provide students an opportunity to reflect on the course material, and then express those reflections in conversations with one's peers. This is a critical building block for developing your own views on course content and an opportunity to engage with and learn from your peers. As such, tutorial attendance is mandatory and students should arrive at each session ready to practice contributing to the discussion and actively listening to and respectfully considering the viewpoints of others. Tutorials (and TAs themselves) will also provide guidance for important skills such as finding and evaluating different sources and carefully documenting (through citations and referencing) your written work. There will be eight tutorial sessions during the term.

REQUIRED TEXTBOOK:

Robert Garner, Peter Ferdinand, Stephanie Lawson, and David B. MacDonald, *Introduction to Politics (Third Canadian Edition)*, Oxford University Press, 2022.

Please note: you should use the Third Canadian Edition of this textbook. It is available in hard copy from the University of Calgary bookstore in addition to digital versions. Other supportive reading and assignment materials will be made available to students through the Desire to Learn (D2L) course website.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
<i>Participation (Tutorial & TopHat)</i> Tutorial Participation (10%) Tutorial Attendance (4%) TopHat quizzes & surveys (6%)	20%	Throughout: Tutorial attendance and participation will be assessed by your TA; TopHat will be used in our regular class.
Two Midterm Tests Mid-Term 1 (40 minutes + technical time on D2L Quizzes) Mid-term 2 (70 minutes in class)	10% + 20% = 30%	Feb 17th & Mar 22nd
Written Assignment #1	15%	Tuesday, Feb 15th (D2L Dropbox, 23:59)
Written Assignment #2	15%	Various topic-dependent deadlines in March and April (D2L Dropbox, Mondays, 23:59)
Final Exam (two hours)	20%	Set by Registrar
Total	100%	

COURSE COMPONENTS DESCRIPTION:

TWO SHORT WRITTEN ASSIGNMENTS (10% each = 20%)

Assignment #1 (Due Tuesday, Feb. 15th, 23:59): The first assignment will ask you to answer ONE of the following questions about representation and accountability in a short, *four* (4) paragraph essay. (A four-paragraph essay is similar to the more conventional five paragraph essay, with one of the body/idea paragraphs removed.)

- 1) *Should voting be mandatory in Canada as it is in some other countries? Why or why not?*
- 2) *Should the voting age be lowered to sixteen in Canada? Why or why not?*
- 3) *Should those who refuse to get Covid vaccinations in Canada pay directly for medical treatment if they end up hospitalized with a Covid infection (similar to a new policy in Singapore)? Why or why not?*
- 4) *Should First Nations, Inuit, and Métis in Canada be assigned a specific quota of districts/seats in the House of Commons in Ottawa similar to the Māori in New Zealand? Why or why not?*

This assignment must include:

- An introductory paragraph that begins with the specific question chosen.
- A central thesis statement formed into one complete sentence. The thesis statement must clearly articulate your argument (and must appear in the intro paragraph). In other words, what is your answer to the question?

- **Two** body paragraphs that offer argumentation on different but related points supporting your thesis while addressing counterarguments. Your goal is to build your argument on the basis of supporting assumptions, theories, and concepts related to representation and accountability, not simply assertions.
- Sentences transitioning and/or linking one body paragraph to the next.
- A concluding paragraph which provides a summation of ideas in support of the thesis statement (argument).
- Conform to the formatting requirements listed below.
- Be **no more** than 900 words, formatted into double spaced pages (excluding reference list/bibliography).
- Cite at least one (1) scholarly source – peer-reviewed scholarly journal articles or books – and one (1) primary source plus work(s) from major political thinkers covered in class and the textbook, in addition to two sources provided on D2L for each question.

In this first assignment students will be required to integrate and cite different scholarly sources. The intention here is to encourage you to engage with the services and holdings of the UCalgary library early in the term. Students will receive training on the “hierarchy of scholarly sources” to allow you to make an informed decision about which material is appropriate to use. Please Note: to *integrate* a source means to show a connection between the source and your argument. This connection must be explicit and clear.

The goal of this assignment is to practice creating a well-planned out and succinctly argued essay. Every decision from your topic to thesis statement to integration of sources must be planned. Some students think of it as a jigsaw puzzle: the final product is the full picture, but each individual component (thesis, intro, citations, body paragraphs, conclusion) must fit with the other components to provide the complete picture.

Here is the REST Rubric for the first assignment:

Research:	4 – Meets research requirements and uses appropriate, consistent citations
Execution:	4 – Covers style, spelling, grammar, punctuation, & attn to detail (proofread!)
Structure:	2 – Clear introduction and logical flow across all paragraphs
Thinking:	5 – <u>How well do you make your point through logic, argument, and evidence?</u>

Total: /15

Assignment #2: For the second assignment you will have some topic options with variable deadlines that link to weekly themes in class. You only have to do ONE of these topics. You will have to commit to a specific topic/theme in advance (your TA will have a sign-up list, with quota limits for each topic). Full details will be discussed in class, tutorials, and posted on D2L right after Reading Break. You will have three weeks from when a new topic option with sources is posted to submit to D2L Dropbox. Assignments will always be due on Mondays by 23:59.

These assignments will be tied to comparative politics and international relations course themes and require a bit more research. The word count will be a maximum of 1000 words plus reference list. You thus have some flexibility to select a topic of interest and/or a deadline that best fits your schedule. Your TA will also be available for guidance prior to the due date.

Here is the REST Rubric for the second assignment:

Research: 4 – Meets research requirements and uses appropriate, consistent citations
Execution: 4 – Covers style, spelling, grammar, punctuation, & attn to detail (proofread!)
Structure: 2– Clear introduction and logical flow across all paragraphs
Thinking: 5 – How well do you understand key concepts and answer the topic question?.

Total: /15

Submissions: All assignments must be uploaded to D2L by **23:59 (11:59 PM)** on the day that they are due. Never hand in a hard copy of your paper to your TA or send it by email. Please upload your assignments to the appropriate Dropbox. D2L will give you a confirmation message and send a confirmation email once the file has been successfully uploaded. **PLEASE NOTE:** If you **do not** receive a message that the upload is successful, and **do not** receive an email confirming that it is successful, then the upload was likely **NOT** successful. Please try again. Not successfully uploading your assignment and missing the deadline **will result** in late penalties. Please hold onto your confirmation email until the end of term. It is best to convert your WORD or other original version to PDF before uploading. Make sure to include page numbers on all your written assignments.

Essay Style and Formatting: Students must use an in-text (author, year, page number) citation style as listed on D2L assignment modules for each assignment, and include a reference list. The second tutorial will teach you how to find and evaluate sources, use them in your work, and cite and reference properly. TAs will always be available for additional guidance, so take advantage of their office hours or make an appointment. Follow the filename format as provided on Dropbox.

LATE PENALTIES:

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated equally. Late papers (i.e., those without an extension granted by the TA or instructor) will be docked 5% per day including weekends. This includes both assignments. A note of caution: computer failure is not grounds for an extension. Always back-up your work in order to avoid last-minute catastrophes.

WRITING

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>.

PARTICIPATION (20%)

You will earn class participation marks in three ways.

1) TopHat (6%) – TopHat is an online application that allows students to answer questions in class, in real time, or as homework, via smart phones, iPads, and laptops. There can be questions that have points assigned to participation and/or correctness. TopHat keeps an average percentage score for you during the term. At the end of the term, that score is

converted into a grade out of 6. So, if your average in TopHat at the end of the term is 80%, you'll get 4.8/6 weighted points.

2) Tutorial attendance (4%) and quality participation (10%) – In addition to lectures and course readings, the course includes near-weekly discussion groups called tutorials. These tutorials will be led by your TA. The purpose of these discussion sessions is to create an environment to talk about and work/think through the key (and often controversial) elements of course material (lectures, readings, films etc.) with your peers. Tutorials are an important tool for realizing both the conceptual vocabulary and capacity goals of the course. For example, just like learning a language, one needs to practice *using* the key terms in the correct context to better understand the concept. Also, in order to develop one's critical thinking skills, one must develop one's own ideas about the concepts we are studying. In this way students will practice building **informed** oral arguments in the weekly tutorials. Tutorials will deploy discussion techniques like small group discussions, brainstorming sessions, large group roundtables, simulations, and debates. Students will be asked to listen to their peers, to consider the strengths and weaknesses of viewpoints they may not share, and practice weaving together one's ideas with the readings and lecture material and the viewpoints of one's peers.

Agreeing or disagreeing with an idea is a start, but the tutorial is a chance for you to hone your ability to succinctly say *why* you agree or disagree using course material and concepts, and potentially be convinced by new arguments or evidence (the core characteristic for all social and natural sciences). As such, students should attend each tutorial having completed all readings for the theme under discussion and participate in a professional and respectful manner.

The contributions in tutorials will be assigned by your TA: 14% of your final grade will come from tutorials: 4% for attendance, and 10% for the quality of your engagement.

MID-TERM EXAMINATIONS (10% + 20% = 30%)

Two mid-term exams will be done in class, the first on Thursday, Feb. 17th, and the second on Tuesday, March 22nd. They will be multiple-choice and matching tests done on computer scored sheets and be scheduled for 70 minutes.

Mid-Term 1 (10%): Thursday, Feb. 17th

This timed assessment will be available on D2L Quizzes at the beginning of class on Thursday, Feb. 17th and will be due at the end of class. This open-book assessment will consist of multiple-choice and matching questions. If you experience an issue that affects your ability to complete the assessment, which can include (but is not limited to) issues with technology, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible to arrange an alternate or (in the case of technical issues) extended time to write the assessment. (The mid-term will be designed as a 40 minute test but you will have 70 minutes to complete to account for technical issues.)

Mid-Term 2 (20%): Tuesday, March 22nd

This closed-book mid-term exam will be done in class and will comprise multiple-choice and matching questions done on computer scored sheets and be scheduled for 70 minutes.

FINAL EXAMINATION (20%)

A Registrar-scheduled closed-book Final Exam (2 hours) in multiple-choice format will be cumulative for the whole course but weighted more heavily on topics after the second mid-term. Avoid making any travel plans prior to posting of the final exam schedule by the Registrar in April.

GRADE 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)

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

Week # / Date	TOPIC	REQUIRED READINGS – Textbook Chapters + Tutorial Schedule
Week 1 Jan 11 & 13	Introduction to the course & to the study of politics & government	Textbook “Introduction” <i>*No tutorials*</i>
Week 2 Jan 18 & 20	Politics, sovereignty, authority, & the state	Chapter 1 & 2 <i>*No tutorials*</i>
Week 3 Jan 25 & 27	Power, democracy & justice	Chapters 3 & 4 <i>*Tutorial 1*</i>
Week 4 Feb 1 & 3	Politics and ideology in the Western traditions	Chapter 5 <i>*Tutorial 2* - Research & Citations</i>
Week 5 Feb 8 & 10	Alternative and critical challenges to those Western traditions	Tuesday - Chapter 6 <i>*Tutorial 3*</i>
Week 6 Feb 15 & Feb 17	Tuesday: Review Thursday: Mid-Term 1	Assignment #1 – Upload to D2L Dropbox by Tuesday, Feb. 15th (23:59) <i>*No tutorials this week*</i>
Week of Feb 21-25	Family Day & Reading Break	No classes
Week 7 March 1 & 3	Comparative Politics I: States, Constitutions, & Institutions	Chapters 7 & 8 <i>*Tutorial 4*</i>
Week 8	Comparative Politics II:	Chapters 9 & 11

March 8 & 10	Presidents, Prime Ministers, Legislatures, Elections & Voting	<i>*Tutorial 5*</i>
Week 9 March 15 & 17	Comparative Politics III: Governance & Accountability - Turning political power into public goods amidst societal and cultural constraints	Chapters 10, 12, 13 <i>*Tutorial 6* - Election System Simulation</i>
Week 10 March 22 & March 24	Tuesday: Mid-Term 2 Thursday: International Relations I: International Anarchy, Order, or Society?	Mid-Term 2 – Tuesday, March 22nd Elements of Chapters 14-16 <i>*No tutorials this week*</i>
Week 11 March 30 & April 1	International Relations II: Security & Foreign Policy	Elements of Chapters 17 & 18 <i>*Tutorial 7*</i>
Week 12 April 5 & 7 Week 13 April 12	International Relations III: International Organizations & Global Political Economy Last Class (Tuesday): IR Review	Elements of Chapters 19 & 20 <i>*Tutorial 8*</i>
Final Exam (2 hours)	Scheduled by Registrar	TBA – Between April 19-29

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or office hours or to their TA in tutorials. Should you wish to meet outside of office hours, please 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. **Always include the course name (POLI 201) in the subject header of your email.** If you cannot make it to office hours, please request a one-on-one meeting outside of these hours with the instructor or your TA. It is imperative that students regularly check their UCalgary email accounts and D2L for course related information and announcements. If you have sent the instructor or a TA an email but have not received a reply within 24 hours, please resend.

It is important to spend time reading and making notes before class and tutorials rather than relying on quick scans of chapters in class. It is highly suggested that students be prepared to participate at times without laptops and other electronics (i.e., there may be times when you're asked to turn technology off.) No recording of lectures and discussions (audio and/or video) is permitted without prior approval of the instructor, with exceptions of course made in the case

of approved accommodations. Please be considerate of others and switch off phones when you enter the classroom. Sending/receiving texts and browsing social media is extremely disruptive to others, especially in a small seminar environment, and your own performance will suffer.

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). 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).

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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

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-ow.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-material-protected-by-copyright.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.

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

www.ucalgary.ca/emergencyplan/assemblypoints

and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email 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] or visit their office in the MacKimmie Tower, MT 116.

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, 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/>.