

POLI 502.35 (SEM 2) Advanced Topics Seminar in Politics (Platform Governance)

Prerequisites: Completion of 60 units including 3 units in courses labelled Political Science at the 300 level or above.

Instructor: Dakoda Trithara	Lecture Location: SA 243
Phone: N/A	Lecture Days/Time: Friday, 11:00-13:45
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Office: SS 705	Office Hours: Wed, 13-14:00 or by appointment
Instructor Email Policy: Mon-Fri, 09:00-17:00	

COURSE DESCRIPTION

The Digital Revolution manufactured useful services. We can easily look up that actor we can never seem to remember, we can order almost anything directly to our houses, we can communicate face-to-face with our friends and family abroad, we can micro-target communities that we think are interested in purchasing our products, we can better understand ourselves through detailed biometric data available at our fingertips, and much more. Such conveniences, however, come with a cost. The global companies that own and operate the digital infrastructure that affords such amenities have gained immense cultural, economic, and political power.

This course explores the emerging phenomenon of platform governance, defined by Robert Gorwa as “a concept intended to capture the layers of governance relationships structuring interactions between key parties in today’s platform society, including platform companies, users, advertisers, governments, and other political actors.” Drawing on an interdisciplinary set of readings from fields including political science, law, communication & media, and surveillance studies, students will critically engage with governance challenges related to online harms, private authority, election content, disinformation, democracy, and digital dictators. As such, students are encouraged to keep in mind the following questions as we move throughout the course: What role does digital technology play in governing our lives? How do governments regulate digital platforms? Why do various stakeholders contest the *governance of* and the *governance by* digital platforms? What are the social costs of the platform economy that increasingly pervades our every interaction?

COURSE OBJECTIVES & LEARNING OUTCOMES

By the end of this course, students will be able to:

- Evaluate governance relationships in today’s technological society;
- Identify important actors, issues, events, and dilemmas related to platform governance;
- Engage with academic scholarship and in informed discussion;
- Understand the political nature of the platform economy;
- Write a case study on a platform governance subject that forwards an original argument.

REQUIRED TEXTBOOK(S)

There are no required textbooks for this course. Students will primarily read journal articles or reports

available online. All required course material is freely available to students either through the university library or because it is open access.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Attendance	5%	Throughout course
Self-reflection	10%	Tuesday, Jan 31
News Presentation	10%	Individually assigned
Reading Summaries	25%	5x; student selects
Research Outline	10%	Monday, Feb 13
Research Paper	30%	Monday, April 10
Research Talk	10%	March 24 or 31
Total	100%	

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

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
Jan 13	Introduction	<ul style="list-style-type: none"> Barlow, J. P. (1996, February 8). A Declaration on the Independence of Cyberspace. Electronic Frontier Foundation. https://www.eff.org/cyberspace-independence Gilliard, C. & Golumbia, D. (2021, July 6). Luxury Surveillance. <i>Real Life</i>. https://reallifemag.com/luxury-surveillance/ Gorwa, R. (2019). What is platform governance? <i>Information, Communication & Society</i>, 22(6), 854–871. https://doi.org/10.1080/1369118X.2019.1573914 Owen, T. (2019). <i>The Case for Platform Governance</i> (No. 231; CIGI Papers, p. 1-16). Centre for International Governance Innovation. https://www.cigionline.org/static/documents/documents/Paper%20no.231web.pdf
Jan 20	Platforms & Politics	<ul style="list-style-type: none"> Gillespie, T. (2010). The politics of ‘platforms.’ <i>New Media & Society</i>, 12(3), 347–364. https://doi.org/10.1177/1461444809342738 Srivastava, S. (2021). Algorithmic Governance and the International Politics of Big Tech. <i>Perspectives on Politics</i>, 1–12. https://doi.org/10.1017/S1537592721003145 Gray, J. E. (2021). The geopolitics of ‘platforms’: The TikTok challenge. <i>Internet Policy Review</i>, 10(2), 1–26. https://doi.org/10.14763/2021.2.1557
Jan 27	Theorizing Platform Governance	<ul style="list-style-type: none"> Murphy, C. (2000). Global Governance: Poorly Done and Poorly Understood. <i>International Affairs</i>, 76(4), 789–803. https://www.jstor.org/stable/2626460

		<ul style="list-style-type: none"> • Scholte, J. A. (2002). Civil Society and Democracy in Global Governance. <i>Global Governance</i>, 8(3), 281–304. http://www.jstor.org/stable/27800346 • Wagner, B. (2013). Governing Internet Expression: How Public and Private Regulation Shape Expression Governance. <i>Journal of Information Technology & Politics</i>, 10(4), 389–403. https://doi.org/10.1080/19331681.2013.799051 • Gorwa, R. (2019). The platform governance triangle: Conceptualising the informal regulation of online content. <i>Internet Policy Review</i>, 8(2). https://policyreview.info/articles/analysis/platform-governance-triangle-conceptualising-informal-regulation-online-content
Feb 3	Online Harm	<ul style="list-style-type: none"> • Franks, M. A. (2011). Unwilling Avatars: Idealism and Discrimination in Cyberspace. <i>Columbia Journal of Gender and Law</i>, 20(2), 224–261. https://repository.law.miami.edu/cgi/viewcontent.cgi?article=1304&context=fac_articles • Baker, S. A., Wade, M., & Walsh, M. J. (2020). The challenges of responding to misinformation during a pandemic: Content moderation and the limitations of the concept of harm. <i>Media International Australia</i>, 177(1), 103–107. https://doi.org/10.1177/1329878X20951301 • DeCook, J. R., Cotter, K., Kanthawala, S., & Foyle, K. (2022). Safe from “harm”: The governance of violence by platforms. <i>Policy & Internet</i>, 14(1), 63–78. https://doi.org/10.1002/poi3.290 • Massanari, A. (2017). #Gamergate and The Fappening: How Reddit’s algorithm, governance, and culture support toxic technocultures. <i>New Media & Society</i>, 19(3), 329–346. https://doi.org/10.1177/1461444815608807
Feb 10	State Power Over Digital Spaces	<ul style="list-style-type: none"> • Kosseff, J. (2017). Twenty Years of Intermediary Immunity: The US Experience. <i>SCRIPTed</i>, 14(1), 5–36. https://doi.org/10.2966/scrip.140117.5 • Peguera, M. (2020). The Right to Be Forgotten in the European Union. In G. F. Frosio (Ed.), <i>The Oxford Handbook of Online Intermediary Liability</i> (First edition). Oxford University Press. (Available via SSRN: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3441752) • Keller, D. (2019). <i>Who Do You Sue?: State and Platform Hybrid Power Over Online Speech</i> (No. 1902; Aegis Series, pp. 1–40). Hoover Institution. https://www.hoover.org/research/who-do-you-sue

Feb 17	The New Governors	<ul style="list-style-type: none"> Klonick, K. (2018). THE NEW GOVERNORS: THE PEOPLE, RULES, AND PROCESSES GOVERNING ONLINE SPEECH. <i>Harvard Law Review</i>, 131(6), 1598–1670. https://www.jstor.org/stable/44865879 Bloch-Wehba, H. (2019). Global Platform Governance: Private Power in the Shadow of the State. <i>SMU LAW REVIEW</i>, 72(1), 27–80. https://scholar.smu.edu/cgi/viewcontent.cgi?article=4778&context=smulr Caplan, R., & Gillespie, T. (2020). Tiered Governance and Demonetization: The Shifting Terms of Labor and Compensation in the Platform Economy. <i>Social Media + Society</i>, 6(2), 1–13. https://doi.org/10.1177/2056305120936636
Feb 24	Reading Week – No Class	
March 3	Election Content	<ul style="list-style-type: none"> Elections Canada. (2020). <i>Political Communications in the Digital Age: The Impact of Social Media Platforms in Elections</i>. https://www.elections.ca/res/cons/dis/compol/dis2/dis2_e.pdf Wagner, B. (2020). Digital Election Observation: Regulatory Challenges around Legal Online Content. <i>The Political Quarterly</i>, 91(4), 739–744. https://doi.org/10.1111/1467-923X.12903 Tambini, D. (2018). Social Media Power and Election Legitimacy. In M. Moore & D. Tambini (Eds.), <i>Digital dominance: The power of Google, Amazon, Facebook, and Apple</i> (pp. 265–293). Oxford University Press. (OPEN ACCESS). https://global.oup.com/academic/product/digital-dominance-9780190845124?cc=us&lang=en&# Kreiss, D., & McGregor, S. C. (2019). The “Arbiters of What Our Voters See”: Facebook and Google’s Struggle with Policy, Process, and Enforcement around Political Advertising. <i>Political Communication</i>, 36(4), 499–522. https://doi.org/10.1080/10584609.2019.1619639
March 10	Disinformation	<ul style="list-style-type: none"> Jurecic, Q., & Polyakova, A. (Hosts). (2020, April 30). Thomas Rid on 'Active Measures,' Part 2 [Audio podcast episode]. In <i>The Lawfare Podcast</i>. Lawfare Institute and Brookings Institute. https://www.lawfareblog.com/lawfare-podcast-thomas-rid-active-measures-part-2 Bennett, W. L., & Livingston, S. (2018). The disinformation order: Disruptive communication and the decline of democratic institutions. <i>European Journal of Communication</i>, 33(2), 122–139. https://doi.org/10.1177/0267323118760317 Krafft, P. M., & Donovan, J. (2020). Disinformation by Design: The Use of Evidence Collages and Platform Filtering in a Media

		<p>Manipulation Campaign. <i>Political Communication</i>, 37(2), 194–214. https://doi.org/10.1080/10584609.2019.1686094</p> <ul style="list-style-type: none"> Christensen, M. (2022). Disinformation and the Return of Mass Society Theory. <i>Canadian Journal of Communication</i>, 47(4). https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/cjc.2022-10-11
March 17	Authoritarianism	<ul style="list-style-type: none"> Deibert, R. (2015). Authoritarianism Goes Global: Cyberspace Under Siege. <i>Journal of Democracy</i>, 26(3), 64–78. https://doi.org/10.1353/jod.2015.0051 King, G., Pan, J., & Roberts, M. E. (2017). How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, Not Engaged Argument. <i>American Political Science Review</i>, 111(3), 484–501. https://doi.org/10.1017/S0003055417000144 Akbari, A., & Gabdulhakov, R. (2019). Platform Surveillance and Resistance in Iran and Russia: The Case of Telegram. <i>Surveillance & Society</i>, 17(1/2), 223–231. https://doi.org/10.24908/ss.v17i1/2.12928 Lindsay, J. (Host). (2020, March 6). The Rise of Digital Dictators, with Andrea Kendall-Taylor [Audio podcast episode]. In <i>The President's Inbox</i>. Council on Foreign Relations. https://www.cfr.org/podcasts/rise-digital-dictators-andrea-kendall-taylor
March 24	Making the Internet Safe for Democracy	<ul style="list-style-type: none"> Fukuyama, F. (2021). Making the Internet Safe for Democracy. <i>Journal of Democracy</i>, 32(2), 37–44. https://muse.jhu.edu/article/787834#info_wrap Faris, R., & Donovan, J. (2021). The Future of Platform Power: Quarantining Misinformation. <i>Journal of Democracy</i>, 32(3), 152–156. https://doi.org/10.1353/jod.2021.0040 Maréchal, N. (2021). The Future of Platform Power: Fixing the Business Model. <i>Journal of Democracy</i>, 32(3), 157–162. https://www.journalofdemocracy.org/articles/the-future-of-platform-power-fixing-the-business-model/ Keller, D. (2021). The Future of Platform Power: Making Middleware Work. <i>Journal of Democracy</i>, 32(3), 168–172. https://www.journalofdemocracy.org/articles/the-future-of-platform-power-making-middleware-work/
March 31	Platformization Beyond Social Media	<ul style="list-style-type: none"> Nieborg, D. B., & Poell, T. (2018). The platformization of cultural production: Theorizing the contingent cultural commodity. <i>New Media & Society</i>, 20(11), 4275–4292. https://doi.org/10.1177/1461444818769694 Egliston, B. (2019). Videogame Analytics, Surveillance, and Memory. <i>Surveillance & Society</i>, 17(1/2), 161–168. https://doi.org/10.24908/ss.v17i1/2.12918

		<ul style="list-style-type: none"> • Trithara, D. (2022). Toward geopolitical gaming: Exploring the tension between Blizzard Entertainment and political forces. <i>Journal of Information Technology & Politics</i>, 19(1), 65-82. https://doi.org/10.1080/19331681.2021.1922326 • Douek, E., & Jurecic, Q. (Hosts). (2021, November 11). Video Games Cannot Escape the Content Moderation Reckoning [Audio podcast episode]. In <i>The Lawfare Podcast</i>. Lawfare Institute and Brookings Institute. https://www.lawfareblog.com/lawfare-podcast-video-games-cannot-escape-content-moderation-reckoning
April 7	Good Friday – No Class	

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

Attendance (5%)

Being present is an essential element for success. To get this most out of this course, students are expected to attend every class having completed and thought about the readings. I understand that life happens and there will be occasions where students cannot make it to class, so students are allowed to miss two classes no questions asked. Students must notify me before class via email that they will not be able to attend and are using one of their passes.

Self-reflection (10%)

This assignment is intended to offer a first opportunity to analytically think about platform governance, and to ponder the many ways in which platform governance shapes our experiences online. Students will identify a platform policy they have interacted with and discuss how it has affected them. The assignment should include a reference to a primary source defining the policy in question. As this is a self-reflection, writing a first-person narrative is acceptable. The assignment should be between 500-750 words. Reflections should be posted to the appropriate D2L discussion board. **Due Tuesday, January 31, 11:59pm.**

Reading Summaries (25%)

For five sessions, each student must bring in a typed, single-spaced, one-page memo for each assigned reading. Students may select the sessions that work best for them. This memo will 1) identify the primary research question, 2) summarize the piece's main argument and contribution/finding, 3) describe the evidence used to support the argument, 4) discuss how the article relates to other readings in class, and 5) offer at least 1 follow-up question per paper that will serve as the basis for class discussion. Reading Summaries will be graded individually on a Pass/Fail basis. They will not be accepted outside of the classroom as an email attachment either before or after the class session. **Due at the beginning of selected class sessions.**

News Presentation (10%)

Platform governance is an emerging and constantly evolving phenomenon. As such, it is important to stay up-to-date with the latest industry initiatives, government measures, scholarly research, and civil society campaigns. Throughout the course, each student will put together a 5 minute presentation on a recent development. At a minimum, the presentation must cover the who, what, where, when, and why of the news, plus relate it to a concept or reading discussed in class. Some type of visual aid (e.g., PowerPoint slide or handout) is required. A write up containing the link and basic info should be posted to the appropriate D2L discussion board prior to class. **Due on individually assigned dates.**

Research Outline (10%) and Final Paper (30%)

Students will write a case study research paper that examines a platform governance issue (e.g., content moderation, data protection, anti-trust, digital literacy, etc.). Utilizing the platform governance triangle framework, students should focus in on the efforts of one governmental entity, a particular digital platform, or a specific civil society campaign. While the primary focus will be on one of these groups, the case study will need to moderately engage with the other two to better understand how the issue at hand is shaped by company executives, government pressure, and civil society action. The paper should be around 12 pages (double-spaced, 12-point Times New Roman font), excluding the title page and bibliography. Students must use either APA in-text or Chicago-style footnotes for citations. Further instructions will be discussed in class and posted to D2L. **Due Monday, April 10, 11:59pm.**

Students will submit an outline prior to writing the final research paper. The outline is designed to help students work towards completing the final paper, and offers an opportunity for the instructor to provide students with feedback on the direction of the work. At a minimum, outlines should list an original research question, provide a rationale for the study, introduce the argument, discuss prior literature on the research subject, contain some preliminary research on the case study, and include a formal bibliography. Not counting the bibliography, the outline should be no more than four pages in length. Students are encouraged to meet with the instructor regarding their research question prior to submitting the outline. **Due Monday, February 13, 11:59pm.**

Both the research outline and final paper must be submitted to Dropbox on the course D2L page in a .docx (Word) or PDF format.

Research Talk (10%)

Effectively communicating complex ideas in a concise manner is a desirable skill. This assignment provides students an opportunity to hone their capacity to communicate knowledge. Students will give a 5 minute presentation that delivers an overview of their research paper. At a minimum, students should offer the audience details on the research question, argument, and justification for the case, plus provide a preliminary preview of the case study. Some students may have findings ready to present, while others may need to provide an update on the current status/progress of their project. **Presentations will be scheduled across two classes: March 24 and 31.**

WRITING STATEMENT

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

A+ (94-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (87-93)	B (73-76)	C (63-66)	D (50-54)
A- (80-86)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

A late penalty of five percent (5%) will be applied to assignments for each 24 hours past their respective deadlines, including weekends and statutory holidays. If students need an extension, they must contact the instructor at least 48 hours in advance of the assignment deadline. Only in exceptional circumstances will extensions be granted when requested less than 48 hours in advance of the deadline.

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 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 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 extremely disruptive to others and will not be tolerated.

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/P22_deferral-of-term-work_lapseGrade.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) 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>.

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.

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/student-accommodation-policy>

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 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. 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.

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/>.