



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 579 L01
POLITICAL ECONOMY OF DEVELOPMENT**

INSTRUCTOR: Chris W. J. Roberts

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OFFICE HOURS: Wednesday 1100-1200 & Thursday 1500-1600 or by appointment

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

COURSE DAY/TIME: Thursdays 11:00-13:45

DELIVERY METHOD: In-person¹

COURSE LOCATION: SA 247

COURSE PRE-REQUISITES: Completion of 60 units including POLI 359 or 379.

COURSE DESCRIPTION:

Why hasn't the global development problem been solved? Can it be? Why have some countries moved from extreme poverty to middle or even high income in just a few decades while others have not? What do we mean by *development* anyway? How are environmental limitations and climate change changing discourses about poverty, growth, and prosperity? This seminar style course comprehensively examines the political economy of development as it has evolved over time in response to the economic and political challenges faced by the developing world or Global South, mainly focusing on Africa, Asia, and Latin America. In the process, we will examine the range of competing theories, strategies, practices, international institutions, and policies that emerge to promote and cultivate development, as well as the various critiques that question specific theories and practices, or even notions of "development" itself. This will include engaging important debates in economic and political theory, gauging the role of internal/state versus external/international factors, and assessing the relationship between political inclusion and post-colonial state-building for development outcomes, including their economic, political, gender, environmental, and conflictual dimensions.

As a seminar, regular student participation is expected including two formal presentations. The course is divided into three parts. In part one, we look back at the foundations of political economy thinking about development (or the wealth of nations) from the 1300s to

¹ *The Faculty of Arts, the Department of Political Science and the instructor reserve the right to change the delivery of this course [or seminar] from in person to online if it is determined that the situation warrants such a change.*

the 1940s. Part two investigates the rise of contemporary development thinking and institutions, from the emergence of development economics in the 1940s-1950s to challenges offered by structuralist, gendered, and post-development critiques. During part three, students select a specific, real-world example of a contemporary development project or program and assess it in two different ways: (1) what are the theoretical assumptions and institutional-political factors driving the definition of the specific development problem and the proposed solution, and (2) how would different theoretical assumptions assess, evaluate, and/or critique that definition of the problem and proposed solution?

COURSE OBJECTIVES & LEARNING OUTCOMES:

Course Objectives:

- To introduce students to the wide-ranging literature and debates within the political economy of development and provide an opportunity for deep engagement with theories and practices around development over time.
- To cultivate an ability to discern the theoretical (ideas) and practical (political and policy) complexities behind development within the context of specific regions and countries, including alternative domestic approaches and international actors and institutions that attempt to promote development.
- To develop analytical and critical skills geared towards understanding, researching, and critiquing the concept of development within the context of its political economy, gendered, environmental, and conflictual dimensions.

Learning Outcomes:

Students will develop the knowledge and/or skills to ...

- differentiate and identify major economic theories, their origins, assumptions, influence, and implications for the political economy of development
- identify and recognize the contributions of specific individuals (e.g., scholars, politicians, activists, practitioners, etc.) to the study, practice, and critique of development at different times and places
- develop an appreciation for the human, political, and societal complexities that create opportunities for or that constrain development in Africa, Asia, and Latin America
- differentiate and understand the roles played by different types of actors involved in development, from state governments and bilateral agencies to traditional authority structures, international organizations, and NGOs
- identify, understand, distinguish, apply, and critique a variety of key concepts, theoretical perspectives, and dominant narratives that attempt to explain and analyze the political economy of development
- develop a considerable level of expertise about one country, region, and/or thematic element that contributes to course knowledge and understanding of the political economy of development (through class discussions and presentations) leading to the production of a major research paper
- increase research and writing skills to competently find and assess primary information and secondary analysis relevant to the study and evaluation of development

REQUIRED TEXTBOOK:

There is no required textbook for this course. A list of required readings is given in the “Course Schedule & Reading List” below and will be available on D2L or online.

An optional, supplemental text is available digitally via the UCalgary Library: Richard Peet and Elaine Hartwick, *Theories of Development: Contentions, Arguments, Alternatives* (3rd ed.). New York: Guildford Press, 2015.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHT IN G	DUE DATES
Active seminar participation	25%	Assessed every class
Presentation (10%) on an assigned development theorist/practitioner plus lit review (10%)	10% + 10%	To be scheduled during Classes 4-7
One mid-term:	20%	90 minutes at beginning of class 8: Nov. 4th
Research paper presentation	5%	Research proposal discussions should begin early in the term. Specific project topics need to be finalized by Friday, Nov.19. Short, scheduled presentation in last 2 weeks. Paper due (D2L Dropbox) midnight, Thursday, Dec. 14th
Research paper	30%	
Total	100%	

ACTIVE SEMINAR PARTICIPATION (25%)

Given the seminar style of this course, class participation and accountability are vital elements. This means coming to class prepared to discuss the assigned readings, key themes and concepts, to ask questions, to contribute knowledge and perspectives from your own specialized research, and to engage with presenters (both the instructor and other students) and during in-class exercises. Your contribution will be assessed every class in terms of quality and relevance over sheer quantity. The quality of questions and feedback on student research paper presentations will also be assessed.

PRESENTATION ON THEORIST/PRACTITIONER (10% + 10%)

You will thoroughly research one key theorist/practitioner (from an approved list) including a brief biography but mostly focus on their key writings/insights/policies/ influence (as appropriate) and present your findings to the class in a 15-minute presentation. You will also prepare and distribute a short handout/lit review to class members (template will be provided) at the beginning of your presentation. The presentation/class discussion is worth 10%, while your handout will be worth 10%.

ONE MID-TERM EXAMINATION (20%)

There will one 90-minute mid-term exam to assess your understanding of foundational assumptions, key readings, concepts, development scholars’ ideas, and related debates. The

mid-term will be a mix of short answer questions and multiple-choice and/or matching type questions. Date: Thursday, Nov. 4th, 1100-1230. Class will resume at 1300 for 45 minutes to discuss the guidelines for the final project.

Note: This is a closed book exam. No notes, laptops, cell phones, etc., will be allowed.

RESEARCH PAPER (30% plus 5% plus 5%)

Students select a specific, real-world example of a contemporary development project or program and assess it in two different ways: (1) what are the theoretical assumptions and institutional-political factors driving the definition of the specific development problem and the proposed solution, and (2) how would different theoretical assumptions assess, evaluate, and/or critique that definition of the problem and proposed solution?

(1) The process of finalizing a topic/case should start early in the term, and needs to be approved by 4pm on Friday, Nov. 19th. If you do not have an approved topic by that deadline, a suitable case will be assigned.

(2) Research Paper Presentation (5%) – To be scheduled during the last two weeks of the course, you will prepare and deliver a 8-10 minute presentation of your work-in-progress project to the class followed by a Q&A session.

(3) Research Paper (30%) – A minimum 10-12 page, double-spaced (plus cover page, references, and appendices) research paper will be due, uploaded to D2L Dropbox (in PDF), on Thursday, December 14th (midnight). The REST grading rubric for the final paper is as follows:

Research: 8 – Good mix of primary and secondary sources, properly cited
Execution: 5 – Covers style, spelling, grammar, punctuation, & attn to detail
Structure: 3 – Great title, great intro, logical structure
Thinking: 14 – Quality and clarity of theories and evaluation applied to case
30% of final grade

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>.

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)

LATE PENALTIES:

Failure to do a presentation on a scheduled date will incur a 20% penalty if the presentation is rescheduled (if possible), and a grade of 0 for any presentations missed (unless there is a documented emergency).

Late penalty of ten percent (10%) will be applied to your research paper for each 24 hours past the deadline, including weekends.

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

COURSE SCHEDULE (Subject to change)		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS
Class 1 Sept 9	<p>Introductions, review course outline, assignments, class expectations</p> <p>What do we mean by political economy? What is development? What is poverty? Where does that terminology come from? Is development a complicated-technical problem or a complex-political-social outcome, or both?</p>	<p>Li and Maskin (2021), “Government and economics: An emerging field of study,” <i>Journal of Government and Economics</i> 1: 1-15.</p> <p>Roser (2021), “The economies that are home to the poorest billions of people need to grow if we want global poverty to decline substantially,” (23 Feb 2021): https://ourworldindata.org/poverty-growth-needed.</p>
Class 2 Sept 16	<p>Foundational assumptions (1300s-early 1900s): Mercantilist, Classical, Marxist, Neoclassical, and Institutional/Progressive Political Economy</p> <p>Wealth of Nations, Labour Theory of Value, Marginalist Revolution (1870s), Bismarckian welfarism, Imperialism & Capitalism (1900s)</p>	<p>Easterly, “Progress by consent: Adam Smith as development economist,” <i>The Review of Austrian Economics</i> 34 (2021): 179–201.</p> <p>Chang (2003), “Kicking Away the Ladder: The ‘Real’ History of Free Trade,” <i>FPIF Special Report</i></p> <p>(In addition, various reference sources listed on D2L)</p>
Class 3 Sept 23	<p>Rise of “development”: Two World Wars, the Socialist Calculation Debate (1920s), the Great Depression (1930s), and “Development” at the height of empire (before Truman’s Point IV) (1900s-1940s)</p> <p><i>Thinker/Practitioner presentation:</i> Sir Arthur Lewis (example for student presentations that begin on Oct. 7th)</p>	<p>Abbot (1971), “A Re-Examination of the 1929 Colonial Development Act,” <i>Economic History Review</i> Vol. 24, No. 1 (Feb): 68-81.</p> <p>Foley (2010), “Lineages of Crisis Economics from the 1930s: Keynes, Hayek, Schumpeter,” <i>Eastern Economic Journal</i>, Vol. 36, No. 4 (Fall): 413-422</p>

	Sept 30 National Reconciliation Day – No Classes	
Class 4 Oct 7	<p>The demise of empire and the rise of development economics, planning, foreign aid, and modernization theory (late 1940s-1960s):</p> <p>*Six student presentations on influential development thinkers/practitioners*</p>	<p>Kharas (2015), “Development Assistance,” IDRC.</p> <p>White (2012), “Indian Planning and Development Economics,” Chapter 10 in <i>The Clash of Economic Ideas</i>. New York: Cambridge University Press.</p> <p>Gilman (2003), “Modernization Theory and American Modernism,” Chapter 1 in <i>Mandarins of the Future: Modernization Theory in Cold War America</i>. Johns Hopkins University Press.</p>
Class 5 Oct 14	<p>From Basic Human Needs & Dependency critiques to Women in Development and Structural Adjustment (1960s-1980s)</p> <p>*Six student presentations on influential development thinkers/practitioners*</p>	<p>Howard (1983), “The Full-Belly Thesis,” <i>Human Rights Quarterly</i> Vol. 5, No. 4 (Nov): 467-490.</p> <p>Swedberg (1986), “The Doctrine of Economic Neutrality of the IMF and World Bank,” <i>Journal of Peace Research</i>, Vol. 23, No. 4 (Dec): 377-390.</p>
Class 6 Oct 21	<p>Development alternatives: Good governance, sustainable development, human security-development, and critical (post-)development (1990s-2000s)</p> <p>*Six student presentations on influential development thinkers/practitioners*</p>	<p>Escobar (1994), “Economics and the space of development: Tales of Growth and Capital,” Chapter 3 (pp. 55-94 only), in <i>Encountering Development: The Making and Unmaking of the Third World</i>. Princeton University Press.</p> <p>Gisselquist (2012), “Good governance as a concept, and why this matters for development policy,” UNU WIDER Working Paper No. 2012/30.</p>
Class 7 Oct 28	<p>Three Contemporary Development Debates/Approaches:</p> <p>(1) Return of the Developmental State (e.g., “Beijing Consensus”)</p> <p>(2) SDGs & Decarbonized Growth/Post-Growth/De-Growth/Critical</p>	<p>Huang (2010), “Debating China’s Economic Growth: The Beijing Consensus or The Washington Consensus,” <i>Academy of Management Perspectives</i> Vol. 24, No. 2 (May): 31-47.</p>

<p>Class 8 Nov 4</p>	<p>Globalism (3) Randomized Control Trials (J-PAL, Behavioural (or nudge) Economics: see https://www.povertyactionlab.org/)</p> <p>*Six student presentations on influential development thinkers/practitioners*</p> <p>Mid-Term: First 90 minutes of class (1100-1230)</p> <p>Resume at 1300 for 45 minutes</p>	<p>Soergel et al. (2021), “A sustainable development pathway for climate action with the UN 2030 Agenda”, <i>Nature Climate Change</i> 11 (Aug): 656-664. https://www.nature.com/articles/s41558-021-01098-3</p> <p>Brief workshop on research project: how to finalize your topic/case and get it approved (no readings)</p>
<p>Week of Nov 8-12</p>	<p>Reading Break</p>	<p>Work on research papers/presentations</p>
<p>Class 9 Nov 18</p>	<p>Organizing & Evaluating Development</p> <ul style="list-style-type: none"> • Conventional bargaining and commitment challenges in donor-recipient relations • Critical challenges for donor-driven development • Experimental challenges for policy evaluation <p>*Research paper topics have to be approved by 16:00, Friday, Nov. 19th*</p>	<p>Haley Swedlund, Chapters 1-2, <i>The Development Dance: How Donors and Recipients Negotiate the Delivery of Foreign Aid</i>. Cornell University Press, 2017.</p> <p>Ferguson & Lohmann (1994), “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho,” <i>The Ecologist</i> Vol. 24, No. 5 (Sept/Oct): 176-181. [PDF]</p> <p>J-PAL: https://www.povertyactionlab.org/resource/introduction-randomized-evaluations & Kabeer (2019), “Randomized Control Trials and Qualitative Evaluations of a Multifaceted Programme for Women in Extreme Poverty: Empirical Findings and Methodological Reflections,” <i>Journal of Human Development and Capabilities</i> [PDF]</p>
<p>Class 10 Nov 25</p>	<p>Complexifying and Decolonizing Development</p> <p>Students will work in small teams during class to apply three different frameworks to case study projects.</p> <p>Specific pages will be assigned from the required readings prior to this class. Groups</p>	<p>World Bank (2013), <i>Understanding Policy Change: How to Apply Political Economy Concepts in Practice</i>: https://openknowledge.worldbank.org/handle/10986/11879</p> <p>Canada (2021), <i>Feminist International Assistance Gender Equality Toolkit for Projects</i>: https://www.international.gc.ca/world-</p>

	<p>can then divide up those reading assignments as appropriate.</p> <p>This class will account for 5% of your participation grade (5 marks out of 25).</p>	<p>monde/funding-financement/gender equality toolkit-trousse outils egalite genres.aspx?lang=eng</p> <p><i>Time to Decolonise Aid: Insights and lessons from a global consultation</i> (May 2021): https://globalfundcommunityfoundations.org/wp-content/uploads/2021/05/PD-Decolonising-Aid-Report-final.pdf</p>
<p>Class 11 Dec 2</p>	<p>Student presentations on research papers (organized by region or theme)</p>	<p>These will be organized into thematic panels (3 panels per class)</p>
<p>Class 12 Dec 9</p>	<p>Student presentations on research papers (organized by region or theme)</p>	<p>These will be organized into thematic panels (3 panels per class)</p>
<p>Tuesday, Dec 14th</p>	<p>Research Papers Due</p>	<p>Uploaded in WORD & PDF on D2L/Dropbox by 11:59pm</p>

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or 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. **Always include the course name (Poli 579) in the subject header of your email.** If you cannot make it to office hours, please request a one-on-one meeting or Zoom call outside of these hours. 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 an email but have not received a reply within 24 hours, please resend.

As a seminar course, students are expected to come to class prepared. This is a heavy reading and participation course and it is imperative to spend time reading and making notes before class rather than relying on quick scans of articles 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/>.