



UNIVERSITY OF
CALGARY

Department of Political Science Faculty of Arts

Political Science 686-S01:
Advanced Seminar in Global Political Economy
Winter 2022

Instructor: Dr. Kim-Lee Tuxhorn

Office: SS742 (Social Science Building)

Office hours: MW 10:00-11:30 or by appointment

Delivery Method: In-Person

Instructor's Email: kimlee.tuxhorn@ucalgary.ca. Email is the best way to contact me. I usually respond on the same day if you email me on business days before 5pm.

Course Day/Time: F 2:00-4:45

Course Location: TI 120 (Taylor Institute)

Course website with additional materials: This syllabus and selected book chapters can be found on the course's D2L page <https://d2l.ucalgary.ca/>. All journals can be found online either through the UCalgary Library Portal or on Google Scholar. Please inform the instructor as early as possible if you are unable to source any of the assigned readings.

Course Description

Covering major debates in global political economy (GPE), this graduate course explores the causes and effects of globalization, including the determinants of foreign economic policymaking (such as trade, money, migration, global production, finance, and foreign aid) as well as the impact of these policies.

Course Objectives & Learning Outcomes

Using the open political economy framework, students will learn the major debates in the GPE literature. Students will develop the theoretical and empirical skills necessary to evaluate published research. Throughout the course students will workshop ideas and research designs, culminating in a final research paper tailored to their specific research interests.

Required Technology

Classes will be conducted in person. However, given the rapidly changing nature of the pandemic, students must own, or have access to, a computer with internet connection. Additionally, this class will be using Slack to bolster peer-learning and increase student engagement (see Participation on Slack in the Assignments section for more details). Slack is an online platform designed to assist with workflows, conversing with teams, and project management. Students must download and familiarize themselves with the software before the course begins. If you are new to Slack, please use the following link to learn more about the platform. <https://slack.com/intl/en-ca/resources/usingslack/slack-tutorials>

Course Component Weights and Due Dates

| <i>Component</i> | <i>Weighting</i> | <i>Due Date</i> |
|----------------------------|------------------|------------------------|
| Weekly Reading Assignments | 20% | |
| Research Paper Outline | 20% | 2/18 (Due in class) |
| Research Paper | 40% | 4/14 (D2L Dropbox 3pm) |
| Slack Participation | 10% | |
| Presenting Readings | 10% | |
| Total | 100% | |

Class Schedule

Reading assignments are to be done *before* the class on the assigned dates.¹

Introduction & IPE Primer (1/14) - No reading summaries this week

- Andy Baker. 2003. "Why is Trade Reform so Popular in Latin America." *World Politics* 55 (April): 423-55.
- Minkoff 2011. (D2L)

Models of Societal Economic Policy Preferences (1/21)

- Ronald Rogowski. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review* 81 (December): 1121-37.
- Kenneth Scheve and Matthew Slaughter. 2001. What Determines Individual Trade-Policy Preferences? *Journal of International Economics* 54 (2):267-292.
- Edward D. Mansfield and Diana C. Mutz. 2009. "Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety." *International Organization* 63(03):425-457.

From Societal Preferences to Government Policy Outcomes (1/28)

- Dur, Andreas. "Foreign discrimination, protection for exporters, and US trade liberalization." *International Studies Quarterly* 51.2 (2007): 457-480.
- David H. Bearce. 2003. "Societal Preferences, Partisan Agents, and Monetary Policy Outcomes." *International Organization* 57 (Spring):373-410
- Alexandra Guisinger. 2009. "Determining Trade Policy: Do Voters Hold Politicians Accountable?" *International Organization* 63 (Summer): 533-57.
- Julia Gray and Jeffrey Kucik. "Leadership turnover and the durability of international trade commitments." *Comparative Political Studies* 50.14 (2017): 1941-1972.

Government Responses to the Global Economy (2/4)

- Nita Rudra. 2002. "Globalization and the Decline of the Welfare State in Less-Developed Countries." *International Organization* 56 (2): 411-45.
- Torben Iversen and Thomas R. Cusack. 2000. "The Causes of Welfare State Expansion: Deindustrialization or Globalization?" *World Politics* 52 (April): 313-49.
- MacIntyre, Andrew. "Institutions and investors: The politics of the economic crisis in Southeast Asia." *International Organization* 55.1 (2001): 81-122.
- In-class workshop - paper proposals

Determinants of National Trade Policy (2/11)

- Wendy I. Hansen and Kee Ok Park. 1995. "Nation-State and Pluralistic Decision Making in Trade Policy: The Case of the International Trade Administration." *International Studies Quarterly* 39:181- 211.

¹ Class schedule and assigned readings may be subject to change.

- Helen V. Milner and Keiko Kubota. 2005. "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (1): 107-43.
- Daniel Y. Kono. 2006. "Optimal Obfuscation: Democracy and Trade Policy Transparency." *American Political Science Review* 100 (August): 369-84.
- Marc L. Busch and Eric Reinhardt. 1999. "Industrial Location and Protection: The Political and Economic Geography of U.S. Nontariff Barriers." *American Journal of Political Science* 43 (4): 1028-50.

GATT/World Trade Organization (2/18) - Paper Outline Due

- Todd Allee and Jamie Scalera. 2012. "The Divergent Effects of Joining International Organizations: Trade Gains and the Rigors of WTO Accession." *International Organization* 66 243-276.
- Davis, Christina L., and Sarah Blodgett Bermeo. "Who files? Developing country participation in GATT/WTO adjudication." *The Journal of Politics* 71.3 (2009): 1033-1049.

Term Break (2/25) No readings

Economic Regionalism (3/4)

- Amber Curtis. 2014. "Inclusive versus exclusive: A cross-national comparison of the effects of subnational, national, and supranational identity." *European Union Politics* 15(4):521-546.
- Edward D. Mansfield and Eric Reinhardt. 2003. "Multilateral Determinants of Regionalism: The Effects of GATT/WTO on the Formation of Preferential Trading Arrangements." *International Organization* 57 (Fall): 829-62.
- Todd Allee and Andrew Lugg. 2016. "Who wrote the rules for the Trans-Pacific Partnership?" *Research & Politics*, July - September 2016: 1-9.
- Edward D. Mansfield, Helen V. Milner, and B. Peter Rosendorff. 2002. "Why democracies cooperate more: Electoral control and international trade agreements." *International Organization* 56.3: 477-513.

Foreign Direct Investment (3/11)

- Quan Li and Adam Resnick. 2003. *Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries*. *International Organization* 57 (1):175-211.
- Nathan M. Jensen and Guillermo Rosas. 2007. "Foreign Direct Investment and Income Inequality in Mexico, 1990-2000". *International Organization* 61 (Summer): 467-87.
- Moonhawk Kim et al. 2015. "Lingua Mercatoria: Language and Foreign Direct Investment". *International Studies Quarterly* 59, 330-343.
- Sonal S. Pandya "Labor markets and the demand for foreign direct investment." *International Organization* 64.3 (2010): 389-409.

The International Monetary Fund (3/18)

- Irfan Nooruddin and Joel W. Simmons. 2006. "The Politics of Hard Choices: IMF Programs and Government Spending." *International Organization* 60 (Fall) 1001-33.
- Randall W. Stone. 2008. "The Scope of IMF Conditionality." *International Organization* 62 (Fall): 589-620.
- Mark S. Copelovitch. 2010. "Master or Servant? Common Agency and the Political Economy of IMF Lending." *International Studies Quarterly* 54 (March) 49-77.
- Teri L. Caraway, Stephanie J. Rickard, and Mark S. Anner. "International negotiations and domestic politics: The case of IMF labor market conditionality." *International organization* 66.1 (2012): 27-61.

A Political Resource Curse? (3/25)

- Michael L. Ross. 2001. "Does Oil Hinder Democracy?" *World Politics* 53 (April): 325-61.

- Kevin M. Morrison. 2009. "Oil, Nontax Revenue, and the Redistributive Foundations of Regime Stability." *International Organization* 63 (Winter): 107-38.
- David H. Bearce and Jennifer A Laks Hutnick. 2011. "Towards an Alternative Explanation for the Resource Curse: Natural resources, Immigration, and Democratization." *Comparative Political Studies* 44 (June): 662-88.
- In-class workshop - papers

Migration and Remittances (4/1)

- Jens Hainmueller and Daniel J. Hopkins. 2015. "The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes toward Immigrants". *American Journal of Political Science* 59 (3): 529-548.
- David Andrew Singer. 2010. "Migrant Remittances and Exchange rate Regimes in the Developing World." *American Political Science Review* 104 (May): 307-23.
- David Bearce and Andrew Hart. 2016. "International Labor Mobility and the Variety of Democratic Political Institutions." *International Organization*
- Adrian J. Shin. 2017. "Tyrants and Migrants: Authoritarian Immigration Policy." *Comparative Political Studies*. 50: 14-40

Foreign Aid (4/8)

- Easterly, William 2006. *White Man's Burden*. [read chapters 1-7, 10-11]
- Sachs, Jeffrey. 2005. *The End of Poverty*. [read chapters 13-15]

Assignments

Reading Summaries (20%, due at the beginning of every class session) For every class session, each student must bring in a typed, single-spaced one-page memo for each assigned reading. This memo will 1) identify primary research question 2) summarize the author's main argument, 3) describe the evidence used to support the argument (identifying dependent variable and primary independent variables), and 4) discuss how the article relates to other readings in class. After summarizing each paper, I then want you to offer at least 3 reading questions per paper, serving as the basis for later class participation and discussion. Reading Summaries will be graded 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.

Presenting Readings (10%) At the end of every class, students will select one of the following week's readings to present at the next class. Students should prepare a short verbal summary of the piece to the class, offer critiques/praise, and come up with a few general discussion questions for the class. Discussions questions may relate to theory, evidence, connections between the readings, and policy implications.

Research Paper (40%, due 4/14 - D2L Dropbox) During the course of the semester we will work toward writing a research paper that meets the standards of an international relations article. The paper will be approximately 25-pages in length (must be paginated, 30 pages maximum) with doubled spacing and 12-point font. Your bibliography, which should be extensive and must include non-internet sources (i.e. books and/or academic articles), does not count towards this page limit. Also, please refrain from using cover pages. Students must upload electronic copies to the D2L Dropbox folder by the due date. Please note that papers received after the 3pm deadline will receive a late penalty.

All papers are required to follow the structure outlined below and must use headings to demonstrate this structure.²

² Questions regarding the following terms or paper structure please see Minkoff (2011)

1. **Abstract (1 paragraph)** An abstract is a short, pithy summary of the paper. Typically, abstracts are one paragraph in length, not more than six sentences. The abstract should identify the research question, discuss your argument in brief, mention the results of the case study, and explain why the findings are important. For reference review the abstracts in the assigned readings.
2. **Introduction (1-2 pages)** In one or two pages, tell me briefly 1) what specific research questions you are trying to explain, 2) why the question is important 3) what your unique answer is to the question. At the end of this section, tell me how your paper will be organized (roadmap for the reader).
3. **Literature review (no more than 5 pages)** This is not a bulleted list of prior literature on the same subject. Instead, think big picture, analysis not summary. Categorize the literature (3-5 categories) and group several existing arguments together under these specified categories. This structure makes the literature more manageable for both the reader and the authors. When mentioning a specific category of works be sure to discuss the merits and shortcomings (either empirical and/or theoretical shortcomings). The last paragraph in this section should give an overall assessment of the literature emphasizing the shortcomings. Structuring a literature review in this way will reveal gaps in the literature and will carve out space for your unique argument. As an empirical consideration, be sure that the dependent variable, whether or not explicitly mentioned in the literature, should be the same or very similar to your dependent variable. You can find a helpful sample literature review at <http://www.cgu.edu/pages/931.asp>.
4. **Theory section (4-5 pages)** This will be the most difficult section to write and demand the most creativity on your part. Your theory is essentially your general answer to the research question. In essence, your theory should identify your 'X' concept and explain how a change in concept 'X' leads to change in 'Y'. In this section, state your argument clearly and concisely. Please treat the reader like a 5 year-old and layout the logic of your argument in a well structured and thorough way. Be sure to discuss any implicit assumptions in your argument.
5. **Testable hypotheses (a paragraph plus bullet point for each hypothesis)** In this section you will need to deduce at least one testable hypothesis from your theory. This section should be short, one paragraph per hypothesis should suffice. Be sure to use bullet points when stating the hypothesis. A hypothesis should contain both the dependent variable, independent variable and directionality of the relationship. Again see Minkoff (2011) for an in-depth discussion on writing hypotheses.
6. **Empirical section: case studies (6-10 pages)** For the empirical section, students may use either qualitative or quantitative methods. Typically, case studies are used to test and confirm/disconfirm theories, but for this assignment we will focus on illustrative cases. Illustrative cases are exploratory in nature and give the reader a sense of how your theory 'works' in a particular context. To put it another way, illustrative cases are anecdotes showing how a change in 'x' causes a change in 'y.' They are supposed to be an example of a 'positive' case. These cases are not meant to be representative nor are they supposed to help us make generalizable claims about the theory.
Papers must include at least two (2) case studies or use quantitative methods. Case selection is dependent on your theory and research question. In one paragraph introduce the two cases and explain why you chose them. Then spend two pages on each case giving a brief historical background; give me just enough detail so that the case makes sense. Be sure to identify clearly the 'x' and 'y' variable and give evidence showing that 'x' caused 'y' in both cases. I expect this section of the paper to cite existing literature on the specific cases.

Students electing to use quantitative methods should consult with the instructor early on in the semester.

7. **Conclusion (1-2 page)** Recap the summary of your argument (do not simply cut and paste from the introduction). Discuss how your theory contributes to the existing literature. Mention how your case study shows the relationship between 'x' and 'y' in a specific context. In a separate paragraph discuss potential limitations or shortcomings of your argument. For example, does your theory hold only in certain contexts? Then finish by discussing how future research could build on your paper. For instance, you could discuss how you would test your argument using quantitative methods.
8. **Bibliography - You need to fully cite your sources.** You will also need to submit your paper to D2L (this will automatically link to turnitin.com) and provide the associated documentation to me attesting to its originality. This documentation should be turned in along with the hard copy of the paper, but it does not count towards your page limit.
9. **To earn full credit, all submitted assignment must:**
 - Be free of grammar and spelling mistakes
 - Be titled
 - Use 12-point font
 - Be double-spaced
 - Be formatted with one-inch margins
 - Be paginated
 - Be stapled

Participation on Slack (10%) Discussion of concepts and applications will be an important part of this course, and thus participation via Slack counts for a sizable portion of your final grade. Students will be assigned to one of three slack teams at the beginning of the semester. Each week students must post at least three (3) reading questions on Slack. These questions can come from your weekly reading summaries or any additional questions you may have considered. In addition to posing your own questions, each week students are required to respond to at least (3) three questions posed by other members on your team. The purpose of posing questions and responding to other members' questions is to stimulate thinking about the assigned pieces before class. Students must post their questions on Slack by noon (12 pm) on Thursday. I suggest posting your questions on Slack as you read through the papers or right after you have submitted your weekly assignment. Posting questions as early as possible will give your teammates sufficient time to respond to your questions. Students must submit their responses to their team's questions before class, Friday at 12 pm. Students should be prepared to spend about one to two hours every Thursday asking questions and responding to their team. Posting on Slack will be graded on a Pass/Fail basis. Please use the following link to join our class's Slack workspace: POLI 586/686 Slack link

Research Paper Outline (20%, Due 2/18 in class) Students must submit a paper outline prior to writing the final research paper. The outline is designed to help students keep up with their projects, and creates an opportunity for students to receive instructor feedback at an early stage. We will discuss the outline in more detail during the course. All outlines must include the following components:

1. Identify your research question related to one of the reading topics covered in the syllabus.
2. Motivate the Question: explain why the question is of interest.
3. Prior literature: Discuss the existing literature on the subject. Be sure to organize the authors and the related arguments together. Conclude this section by explaining where prior literature has come up short. This is where you will 'carve out' space for your argument. Be sure to cite properly and clearly identify authors and their arguments.

4. Give me a brief introduction to your argument. What is the main thrust of it? Why is it different from the prior literature?
5. Provide a rough sketch of your research design
6. Include a formal bibliography.
7. Not counting the bibliography, the outline should be roughly 7-10 pages in length.
8. Make sure the papers are paginated, double-spaced, and 12 pt font.

Grading

1. The following is the general guidelines on the percentage breakdowns for determining your final letter grade in the course: 100-95 A+, 94-90 A, 89-85 A-, 84-80 B+, 79-75 B, 74-70 B-, 69-65 C+, 64-60 C, 59-55 C-, 54-53 D+, 52-50 D, 49 and lower F. There are no extra credit assignments available in the course. Your final grade will be solely based on the assignments/components laid out above.

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/writingsupport>.

Late Penalties Late reading assignments will not be accepted. Late research papers and research paper outlines will be marked down one letter grade for each day late.

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.

Version: December 6, 2021

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](https://www.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/>.