



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS - DRAMA
DRAM 571 Directed Studies I (Character)
Session: Fall 2015

Instructor Office Email Office Hours	Dr. Patrick Finn CHD022 pfinn@ucalgary.ca By appointment (emailing to book a time works best, but you can always drop by my office). I am on campus everyday Monday to Friday.
Day(s), Time(s) and Location of Class	Thursdays 5 – 6:50 CHC119
Out of Class Activities	Students have to attend four live performances in order to complete the assignments for the class. The performances approved for this class are all downtown.
Learning Resources: Required Readings, Textbooks and Materials	<i>The Hero with a Thousand Faces</i> by Joseph Campbell. It is in the bookstore, and is not very expensive, but it is also available used, online, and as an audiobook. We will cover the whole book, but you will not need to read from it in class. I will summarize and share my notes, so you should feel free to consider your own way to engage the text. There will also be articles and clips I will ask you to study, but they will all be online and linked through the class notes.
Prerequisites	None.
Supplementary Fees	None.
Course Description	May be repeated for credit.
Course Overview	<p>This course is a study of dramatic character. For this semester, we will focus on the tradition of heroes and villains by reading Joseph Campbell and then we will look at the way in which Pixar has used his formula in their work. The central intention of this class is to work in a way that directly supports your goals and development.</p> <p>Campbell's classic study <i>The Hero with a Thousand Faces</i> remains the central frame of reference for those creating stories for the masses. Why has this book, now more than half a century old, remained so influential for professional storytellers? We will study Campbell's book in context, and then expand our inquiry to examine Pixar's use of Campbell's "monomyth."</p> <p>Throughout the class, our formal concern is the way in which heroes and villains are constructed, and what these constructions say about those who create and consume them. Inherent in this pursuit, is the consideration of the cultures in which these characters are embedded. For Pixar, those cultures are varied and include "real world" cultures, but also the culture of complex computer code, and multimedia art.</p> <p>Significant time will be dedicated to in-class discussion, and consideration of examples from the intellectual and creative traditions relevant to the topic. Our study will be conducted in a multimedia format with samples from creative works fuelling our analysis. As a performance class, we will attend live shows, and compare the work of Campbell and Pixar with the artistic productions of our live theatre community.</p>

Course Learning Outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the ways in which character is developed in creative work as a means to communicate; 2. Understand the broad context in which character-driven work has developed; 3. Understand the use of formal devices designed to support creative and performance work; 4. Engage analytically with creative work; 5. Formally respond to creative work, including a personal interpretation; 6. Analyze creative work in process; 7. Formulate questions that contribute to creative and performance based work. 																																										
Course Schedule:	<p>Tentative Schedule: please be aware that at times things can develop during the term that require us to revisit our schedule. It does not happen often, but if it does, we will discuss it in class, and send out an update via the class list. Formal messages of this kind will use your official contact information as recorded in your university file.</p> <table border="1" data-bbox="456 648 1328 1346"> <thead> <tr> <th>Date</th> <th>Topic / Assignment</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Sept 10</td> <td>Introduction</td> <td>n/a</td> </tr> <tr> <td>Sept 17</td> <td>Prologue & Chapter 1</td> <td>Campbell 1-75</td> </tr> <tr> <td>Sept 24</td> <td>Chapters 2-4</td> <td>Campbell 81-218</td> </tr> <tr> <td>Oct 1</td> <td>Part 2, Chapters 1 & 2</td> <td>Campbell 219-270</td> </tr> <tr> <td>Oct 8</td> <td>Chapter 3, 4 & Epilogue</td> <td>Campbell 272-338</td> </tr> <tr> <td>Oct 15</td> <td>Test in class Response 1 Due in class</td> <td>n/a</td> </tr> <tr> <td>Oct 22</td> <td>Pixar & The Hero's Journey</td> <td>Assigned Reading</td> </tr> <tr> <td>Oct 29</td> <td><i>Toy Story 1, 2 & 3</i> Response 2 Due</td> <td>Assigned Reading Watch films in advance</td> </tr> <tr> <td>Nov 5</td> <td><i>Finding Nemo & Monsters</i> Response 3 Due in class</td> <td>Assigned Reading Watch films in advance</td> </tr> <tr> <td>Nov 12</td> <td>Reading Day</td> <td>n/a</td> </tr> <tr> <td>Nov 19</td> <td><i>Cars & Planes</i> Response 4 Due in class</td> <td>Assigned Reading Watch films in advance</td> </tr> <tr> <td>Nov 26</td> <td><i>Brave & Inside Out</i> Projects / Essays Due in class</td> <td>Assigned Reading Watch films in advance</td> </tr> <tr> <td>Dec 3</td> <td>Test in class</td> <td>n/a</td> </tr> </tbody> </table>	Date	Topic / Assignment	Reading	Sept 10	Introduction	n/a	Sept 17	Prologue & Chapter 1	Campbell 1-75	Sept 24	Chapters 2-4	Campbell 81-218	Oct 1	Part 2, Chapters 1 & 2	Campbell 219-270	Oct 8	Chapter 3, 4 & Epilogue	Campbell 272-338	Oct 15	Test in class Response 1 Due in class	n/a	Oct 22	Pixar & The Hero's Journey	Assigned Reading	Oct 29	<i>Toy Story 1, 2 & 3</i> Response 2 Due	Assigned Reading Watch films in advance	Nov 5	<i>Finding Nemo & Monsters</i> Response 3 Due in class	Assigned Reading Watch films in advance	Nov 12	Reading Day	n/a	Nov 19	<i>Cars & Planes</i> Response 4 Due in class	Assigned Reading Watch films in advance	Nov 26	<i>Brave & Inside Out</i> Projects / Essays Due in class	Assigned Reading Watch films in advance	Dec 3	Test in class	n/a
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Assessment Components	<p>Assignment 1: Value: 10% Due Date: Oct 15, 2015 Type: Personal reflection Description: Students will write a reflection for each of the four shows they attend. The instructor will provide a form that the student downloads from the class site and then fills in after seeing the show (please do not fill it in during the show!). Students need to attach their ticket stub from the show they attended to the response sheet in order for it to be marked. Each response assignment will have its own numbered sheet. Please make sure to use the right response sheet.</p> <p>Note 1: think of this assignment as you writing down as much as you can about your experience. You do not need to "get it" or understand the show. Your experience is all that matters for this assignment. The only way to lose marks is to not fill in the sheet. Make sure you write as much as you can in the space provided. Using big fonts or extra spacing will result in lower marks. These</p>																																										

responses should be easy. I just want to hear what your experience was, so you cannot get them wrong if you write what happened;

Note 2: scheduling your attendance at the performance events is important. You will notice that the four responses account for 40% of your mark, and that it is almost impossible to lose marks if you go to the shows and honestly record what happens. The reason those marks are there is to acknowledge your efforts in booking the tickets, going to the shows and then reflecting on them. It's a lot of work for me and I know it is a lot of work for you, but it is a central component of our work. Organizing those events and fitting them in your schedule is an essential part of the assignment. Please make sure you book your tickets well in advance because during the term, things will get busy and shows can sell out. Leaving things to the last minute with those responses can end up costing you some relatively easy marks and that would make us both sad. If you feel that you cannot commit to attending the shows, you might want to reflect on whether this class is the best for you at this time.

Note 3: when I was in school I did not have much money and I do not know if I would have been able to afford the shows for this class. I try to keep the cost of our books down so students can afford the performances. If you end up in a situation where you cannot afford the tickets, please let me know, and we will work it out. I want you in the class, and would not want you to leave over something like that. We will discuss affordable options in the class as well, which should help with planning.

Midterm Test:

Value: 10%

Date: Oct 15, 2015

Length: 45 mins

Details: Twenty short-answer (fill-in-the-blank) questions testing your knowledge of our work on Joseph Campbell's *The Hero with a Thousand Faces*. This test is not designed to be tricky, but to create a mnemonic device that helps you synthesize our work. The questions will be about the most important aspects of the book and our work. Questions will only focus on material in the class notes.

Assignment 2:

Value: 10%

Due Date: Oct 29, 2015

Type: Response

Description: See description and notes for Assignment 1. Each response assignment will have its own numbered sheet. Please make sure to use the right response sheet.

Assignment 3:

Value: 10%

Due Date: Nov 5, 2015

Type: Response

Description: See description and notes for Assignment 1. Each response assignment will have its own numbered sheet. Please make sure to use the right response sheet.

Assignment 4:

Value: 10%

Due Date: Nov 19, 2015

Type: Response

Description: See description and notes for Assignment 1. Each response assignment will have its own numbered sheet. Please make sure to use the right response sheet.

Assignment 5:

Value: 40%

Due Date: Nov 26, 2015

Type: Major Essay / Project

Description: The largest single assignment of the class is the project or essay. Some essay topics and project ideas will be provided in class and options will be discussed. In all cases, students will be asked to reflect on the ongoing discussion in class and to incorporate references to the four shows they see, as well as our work together. Projects / essays are to be submitted in hard copy during class time. Projects handed in on the due date, but outside of class time will be considered on day late as per the **Late Assignments** section. Grades will be based on how well students integrate the discussion from the course, and the examples from the shows in the assignment.

Students are invited to propose their own topics, or projects, but must have them approved by the instructor. Group projects are possible, but a case must be made for why each member of the group is essential to the project. For group projects, each individual member must write up their own explanation with their own references.

Here are the details for the suggested essays, including the requirements for the assignment. **Please note:** you can go as much over the word limit as you want, but going under the word limit will result in a loss of marks.

Note 1: I try to provide you with a lot of options so that you can find the way that you will best engage your interests and skills to connect to our work. The problem with that is it can sometimes seem like too much choice. The following are some examples of how the essay / project works, but I will work with you to find what's best for you.

Note 2: when choosing between an essay and a project people sometimes mention that they want to do a project because "it is more creative." I just wanted to mention that essays can be as, or more, creative than projects. We are talking about different ways of engaging with the work. Please think about what you would feel passionate about doing, and then we can see if we can find a way to make that mode work. Remember that "creative" doesn't mean easy or childish, it means "creating something new that has value." Given your time and talents what kind of contribution can you make?

Essay Option (2000 Words or more)

1. 2 X 1000-word essays with a minimum of 5 references each; or,
2. 1 X 2000-word essay with a minimum of 7 references;
3. You may write in whatever form you wish – it is about the ideas and not your essay style – try to show me what you are learning in connection with your work, the shows you see, and the work in our class;

4. References are not from secondary sources, but should be from our ongoing work in the class, so that can support and share your interpretation of what we are doing.

Essay Topic Suggestions:

1. **Character Study:** write an in-depth study of one of the characters we explored in class. What are the characteristics that cause this individual to be unique? Examine the ways in which their strengths and weaknesses fuel the story in which we find them operating. How are they changed by their world; and, in turn, how do they influence the time and place in which they operate? Consider working in some reflections on how their traits compare to yours;
2. **Mirroring:** during the class, we will see that heroes and villains often act as mirrors of one another. Write a compare-and-contrast study of one such set of characters. What elements do they share? What elements make them unique? When taken together, what do they say about the broader story in which they appear? Consider reflecting on how your character contains elements from one or both of the characters you write about;
3. **Context:** cultural critics observe that one of the most effective ways of understanding a society is to examine the heroes they worship and the villains they fear. Pick a hero / villain from our course and study them in context of the time and place when they were introduced to society. What does their reception say about the culture in which they were introduced? How does the fictional world of the story in which they appear, compare to the real world during the time of composition and/or the present day? Consider reflecting on how their contextual elements speak to your traits and beliefs and our world;
4. **Joseph Campbell:** during the class we spend a significant amount of time studying the work of Joseph Campbell. Much of the tone and approach of his work seems outdated to us, yet his model remains a dominant force in the world of professional storytelling. What are the strengths of Campbell's position in *The Hero with a Thousand Faces*? What are its weaknesses? Consider reflecting on how you might use his formula in your own work;
5. **Pixar:** we live in the most exciting time in information history. Pixar offers an interesting model for studying the ways in which computer technology is being used to develop characters. Write an essay exploring your understanding of what it is that makes Pixar so successful. Consider reflecting on whether their stories have any meaning for your life.

Project Option

1. Your topic must be approved by the instructor;
2. You must include a one-page (minimum – there is no maximum) explanation of how your project connects to the ongoing work of this class using connections to a list of sources;
3. You must have a minimum of seven sources related to our work from across the semester demonstrating how your work connects to and is supported by our ongoing research;
4. References are not from secondary sources, but should be from our ongoing work in the class, so that can support and share your interpretation of what we are doing;

	<p>5. Grading will focus on the project and how the explanation connects it to the class; connecting the project and the explanation is crucial.</p> <p>Project Examples:</p> <ol style="list-style-type: none"> 1. Films; 2. Internet creations/applications/modifications; 3. Sound recordings; 4. Dance pieces; 5. Experiments; 6. Drawings; 7. Games. <p>Note: it can be difficult to get a good mark for group projects using PowerPoint or posters. If you feel strongly about working with them, we can discuss it, but experience shows these approaches have a lower success rate.</p> <p>Final Test: Value: 10% Date: Dec 3, 2015 Length: 45 mins Details: Short written test asking you to reflect on what you learned in class. You will have options for which question to answer. The idea of the test is to think about the whole class, so it will cover all the material from the term. The test will only include materials covered in the class notes.</p>
<p>Assessment Expectations</p>	<p>Expectations for Writing: Writing skills are important to academic study across all disciplines. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p>This class is an option class designed for students from all faculties, so I will only ask that your writing be clear enough for me to understand what you are saying. Your mark will be based on the quality of ideas, rather than expertise in formal writing.</p> <p>Expectations for Attendance and Participation: Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>Guidelines for Formatting Assignments Assignments must be submitted in hard copy. Review assignments must have the ticket stub from the performance attended attached to the response sheet.</p> <p>Guidelines for Submitting Assignments Assignments must be submitted in hard copy during class time. Assignments submitted outside of class time, but on the due date will be marked as one day late.</p> <p>Late Assignments Late assignments will be accepted, but will lose one letter grade per day for each day late. (For example: B+ to B, then B to B-, then B- to C+)</p> <p>Criteria That Must Be Met To Pass Completion of all assignments. Passing grade.</p>

Grading Scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.2 of the Undergraduate Calendar for 2015-2016:</p> <table border="1" data-bbox="532 184 1414 821"> <thead> <tr> <th>Grade</th> <th>GPA</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding.</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent-superior performance, showing comprehensive understanding of subject matter.</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td></td> </tr> <tr> <td>B+</td> <td>3.30</td> <td></td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good - clearly above average performance with knowledge of subject matter generally complete.</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td></td> </tr> <tr> <td>C+</td> <td>2.30</td> <td></td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory - basic understanding of the subject matter.</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</td> </tr> <tr> <td>D+</td> <td>1.30</td> <td></td> </tr> <tr> <td>D</td> <td>1.00</td> <td>Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0</td> <td>Fail - unsatisfactory performance or failure to meet course requirements.</td> </tr> </tbody> </table>	Grade	GPA	Description	A+	4.00	Outstanding.	A	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.	A-	3.70		B+	3.30		B	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.	B-	2.70		C+	2.30		C	2.00	Satisfactory - basic understanding of the subject matter.	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)	D+	1.30		D	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.	F	0	Fail - unsatisfactory performance or failure to meet course requirements.
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MIDTERM AND FINAL EXAMINATION SCHEDULING	<p>Final examinations may be scheduled at any time during the examination period (11-22 December for Fall 2015 term; 16-27 April for Winter 2016 term); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final</p>																																							
DEFERRALS OF EXAMS/TERM WORK	<p>It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html</p>																																							
INTERNET AND ELECTRONIC COMMUNICATION DEVICE	<p>elearn.ucalgary.ca/category/d21/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app</p> <p>The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.</p>																																							
ACADEMIC INTEGRITY, PLAGIARISM	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism-- Using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.</p>																																							

COPYRIGHT	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
ACADEMIC ACCOMMODATION	Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); 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_0.pdf .
FOIP	ucalgary.ca/secretariat/privacy
STUDENT MISCONDUCT	ucalgary.ca/pubs/calendar/current/k.html
ACADEMIC STANDING	ucalgary.ca/pubs/calendar/current/f.html
SAFEWALK	220-5333 anytime. ucalgary.ca/security/safewalk
CAMPUS SECURITY	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
EMERGENCY EVACUATION	Assembly points for emergencies have been identified across campus. The primary assembly point for Craigie Hall is the Professional Faculties Food Court. For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES	<ul style="list-style-type: none"> • For academic advising, visit the Arts Students' Centre (ASC) for answers about course registration, graduation checks, and the 'big picture' on programs and majors. Drop in at SS102, email us at ascarts@ucalgary.ca or call us at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. • For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment. • For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.
COURSE OUTLINES FOR TRANSFER CREDIT	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
LETTER OF PERMISSION	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
STUDENT UNION CONTACT STUDENT OMBUDSPERSON	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: gsa.ucalgary.ca/executive Student Ombudsman: su.ucalgary.ca/page/quality-education/academic-services/student-rights
UNDERGRADUATE ASSOCIATIONS	DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca