



<b>COURSE TITLE: Sociology of Indigenous People of Canada</b>			
<b>Course Number</b>	SOCI 307	<b>Pre/Co-Requisites</b>	SOCI 201
<b>Instructor Name</b>	Dr. Ryan Koelwyn (she/they)	<b>Email:</b> rkoelwyn@ucalgary.ca	<b>TA:</b> Maria Hughes
<b>Instructor Email Policy</b>	<p>It is important that we engage in course related questions as an asynchronous group. <u>Use the D2L Discussion Forum</u>, select “General Course Qs” under the discussions tab, which is viewable by the entire class, and post questions. Students are encouraged to respond to and view the Q&amp;As also – we are in this together. Our D2L course page is our class time/location (you would not email your instructor a question during class time).</p> <p>Email is strictly for requesting an extension (at least two days prior to scheduled due dates), requesting an appointment via zoom (please do not use email as a replacement for a meeting to discuss grades or personal concerns), or requesting assistance regarding group-work (in which case, please always indicate your group number). I will respond to email within 2 weekdays and do not check email on weekends.</p>		
<b>Office Location</b>	Online	<b>Office Hours</b>	By appointment, via Zoom.
<b>Class Dates</b>	<p>Monday January 9, 2023 – Wednesday April 12, 2023</p> <p>***There is no final exam for this course, all assessments will occur within the class dates.</p>		
<b>Class Times</b>	<p>Asynchronous <u>self-directed</u> blocks with (1) weekly content available each Monday morning on D2L and (2) varied assessments that must be completed within the assigned week and according to scheduled due dates.</p>		
<b>Class Location</b>	Online (D2L course page)		

### Course Description

In this course we explore the dynamics of Indigenous groups' relations with each other and the larger society. Topics include decolonization and relations with the state, demography, Indigenous organizations, Indigenous nationalism and nation-building, power, social class, and public policy.

### Course Objectives/Learning Outcomes

This course aims to provide students with a comprehensive understanding of the historical and ongoing processes of colonization in Canada and the implications for society today as informed by Indigenous scholars, artists, activists, teachers and more. Students will learn to better understand the social, political, economic, and health factors that have shaped and are shaping relationships between Indigenous peoples and settler/non-Indigenous peoples, and the significance at-large for Canada as a colonial nation. Students will explore examples of Indigenous resistance and resurgence while identifying and challenging systemic inequalities and policies that contribute to the ongoing historical and contemporary injustices and violence(s) of colonialism, racism, and oppression. In addition, students

in this class will be able to improve their critical thinking, writing, referencing, and organizational skills through critical analysis and close readings.

**\*\*\*Content Advisory:** Many of the topics discussed in this course are upsetting. Readings and media contain content that may be distressing and traumatizing (e.g., graphic descriptions of racism and sexual violence). [Support resources are available.](#)

### Course Format

This course is asynchronous, meaning, there is a weekly structure in terms of content and evaluation, though all learning is self-directed and takes place online. The course is designed to maximize students' ability to have some choice in when they view the weekly content that is available on Monday at the start of each week on D2L. **However, students must adhere to the specific time sensitive due dates for weekly assignment components.** And in order to participate in and submit weekly assignments, **students are expected to:** have completed the assigned reading material for each week and to have read/watched/listened to all weekly content

A schedule of **Content, Required Readings and Evaluation Due Dates** can be found below (p. 7-8) and links to all readings/material are available on D2L under the content tab according to each week. The format/delivery of the weekly content will be varied (audio lectures, webinars, audio-visual media and more).

All assignments/quizzes are to be submitted electronically through the D2L course platform. During four of the weeks, you will participate in structured response groups that involve individual work within assigned small groups (see page 5-6 for further details).

There is no final exam and there is no required textbook for this course.

### Learning Technologies and Requirements

Students will need an internet connection and access to either a laptop or mobile device. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](http://d2l.ucalgary.ca), sign in with UCID and select SOCI 307). Students are required to use their ucalgary email address and are responsible for making sure that their email account is in working order.

### Evaluation, Methods of Assessment and Grading Weights

Assessment of learning outcomes will take place through a variety of methods, though there is always some writing required. **There are weekly assignments connected to each course topic** (excluding weeks in which there is a quiz), within which students will apply their understandings of weekly content and make connections, exercise critical thinking skills, and/or engage in self-reflection. Please pay close attention to the due dates, some are firm, and some are floating. The chart below summarizes the assessment components and required assignments with the percent value of each assignment for determining your course grade and further details for each component follows.

Allow up to two weeks from each due date for grades to be available. **Furthermore, the instructor requires a 2-day 'freeze' period after grades have been made available to students.** Please refrain from reaching out about questions regarding grades until after this period.

There are no 'make up,' extra-credit or re-write opportunities in this course. The instructor invites students to contact the instructor prior to deadlines to work on existing assignments. Once graded, marks are final. If an extension is granted, late work may be returned without any comments.

It is expected that all assignments are written in a clear coherent manner with proper grammar and spelling. Please proofread (or have someone proofread) your writing before it is submitted and follow the assignment guidelines. Citations and in-text references should be formatted using the Publication Manual of the American Psychological Association – 7<sup>th</sup> Edition (APA, 7<sup>th</sup> ed.).

EVALUATION		
Weekly Assignments	Due Dates	Weight
Reflection Survey x 2	Entrance Reflection, <b>SUN Jan 22 by 11:59PM</b> Exit Reflection, <b>WED Apr 12 by 11:59PM</b>	10%
Portfolio Activity (PA) x 4	Floating deadline, suggested completion dates on <b>various Fridays</b> with final cut off to submit all portfolio activities, <b>FRI Mar 24 by 11:59PM</b>	20%
Structured Response Group (SRG) post x 4	During the weeks a SRG is scheduled: <b>WED by 12:00PM (role 1-3) &amp; FRI by 12:00PM (role 4)</b>	40%
Examinations	Due Dates	Weight
Quiz 1	Opens <b>WED Feb 15 at 9:00AM</b> & Closes <b>THURS Feb 16 at 8:59AM</b>	15%
Quiz 2	Opens <b>WED April 5 at 9:00AM</b> & Closes <b>THURS April 6 at 8:59AM</b>	15%

**2 x Reflection Surveys (5% each, = 10% total)**

**Entrance Reflection opens JAN. 16 with weekly content and is due **SUN JAN. 22 by 11:59PM****

**Exit Reflection opens APR. 6 @ 9:00AM and is due **WED APR. 12 by 11:59PM****

Self-reflection is recognized as an important pedagogical tool; it is an evidence-based integrative, analytical, capacity-building process that serves to generate, deepen, critique, and document learning. Students will participate in two written critical reflections, one at the beginning of the course, and one at the end, using the survey tool on D2L. **The deadlines for the reflection surveys are firm and access will not be available after the deadline.**

Following the prompts in the survey, write a critical response, and submit to D2L on or before the due date by 11:59PM. Work closely with course material and texts and reference specific examples to structure and substantiate your reflection. Be sure to ask yourself questions to develop your critical thinking and consider including your own provocative question when relevant.

**Writing will be evaluated on:** (1) reflecting on existing knowledge; (2) connection to academic concepts; (3) and evidence of development. Reflections that are substantive and demonstrate critical thinking and engagement with the prompt will receive full marks. Reflections that rely on generalizations, vague connections, and minimal effort to engage with the prompt will *not* receive full marks.

**4 x Portfolio Activity (5% each, = 20% total)**

**MAR. 24<sup>th</sup> by 11:59PM – final cut off to submit complete portfolio.**

**Suggested completion dates for each activity, Fridays (JAN 27, FEB 10, MAR 10, MAR 24) by 11:59PM**

During four scheduled weeks, students will be asked to complete an activity and submit it to their portfolio forum (private forum for each student). The portfolio prompt will be provided by your instructor as part of the asynchronous weekly content on D2L during the weeks a portfolio activity (PA) is assigned and it is suggested that students complete each activity within that week; however, the total portfolio is not due until March 24 and individual PAs will not be graded until after this due date.

**Portfolio activities submitted after March 24<sup>th</sup> will not be accepted – this is a firm deadline.**

While each activity is different, the nature of the portfolio is to apply what you are learning and make connections, exercise critical thinking skills, and/or engage in self-reflection through varying activities that draw upon skills that are primarily generative (you create/produce/respond to something). You need not be artistic to be generative, however, there are opportunities for you to be creative. For each activity there is a short-written component to demonstrate your analytical skills. The intent of your written text is to synthesis the thoughts, ideas, and/or critical concepts that you continue to ponder and/or question (analysis), using the readings and course materials to support your ideas (textual evidence).

Complete all four portfolio activities that are released in weekly content during the weeks PAs are scheduled. Submit each activity as a separate post to your portfolio forum on D2L. It is in students' best interest to submit each activity for the portfolio on the suggested completion dates, as the activity prompt will draw on course material within that week. Students who do so tend to generate more thoughtful responses that receive full marks, and these activities can help students prepare steadily for the quizzes. Students will be evaluated on each activity in relation to the parameters presented above, and will receive a grade for each activity, but no written feedback.

#### **4 x Structured Response Group Post (10% each, = 40% total)**

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**Various Wednesdays and Fridays by 12:00PM \*note time\***

**SRG #1 WEB FEB 1 (roles 1-3), FRI FEB 3 (role 4)**

**SRG #2 WEB MAR 1 (roles 1-3), FRI MAR 3 (role 4)**

**SRG #3 WEB MAR 15 (roles 1-3), FRI MAR 17 (role 4)**

**SRG #4 WEB MAR 29 (roles 1-3), FRI MAR 31 (role 4)**

Because this is a large class and asynchronous, we will use the discussion forum in D2L to promote professional collaboration and connectedness. After week 2 (after the add/swap period), each student will be randomly assigned to a group of four people for the semester – this is your structured response group (SRG) for the term. You will only be able to view postings within your assigned group.

**In your group of four you will take turns being in four different roles and submit a written response based on a close reading of the required texts assigned that week.** This will occur asynchronously four times in the semester. In your group, members are responsible for determining who does what role for each of the scheduled SRG weeks, however, **each student must complete all four roles** by the end of the fourth response group (members cannot repeat a role). While there is group involvement, **each student will be graded on their individual submission.**

Include your full name and the name/# of your role in your submission title (e.g. Ryan Koelwyn: Role 1 Close Reader). Each role requires an individual submission to your group's discussion forum in D2L, which is due by **12:00PM (noon) on Wednesday, of each week there is a scheduled SRG, (except for the Respondents (fourth role) who must upload their response by Friday by 12:00PM (noon) in the same week)**. It is important to respect your peers and submit your work on time so that the Respondent can complete their contribution. Please communicate courteously within your groups. Follow the guidelines for each role (see box below).

Please do not email instructor regarding late submissions as your post is timestamped. You may, however, communicate with your group to inform them of your lateness (it is particularly helpful to notify the Respondent whose post is dependent upon the timely participation of their peers). **A late penalty of 10% per day late for a maximum of 2 days will apply (unless you have gained prior permission from the instructor, at least 2 days in advance of the original due date for your role).** Students will not be able to submit missed responses after the maximum 2-day late window (only exceptional allowances will be considered).

**\*\*\*Note:** If you happen to be placed in or become a group of 3 or less, please contact the instructor for further instructions. **In all emails regarding SRG, please indicate your group number.**

## Guidelines for Each Role:

### Role 1 Close Reader

**DUE: Wednesday by 12:00PM**

The Close Reader brings forward elements from this week's readings that they think deserves to be underscored and/or considered in detail. Finds and highlights a minimum of **2 crucial** quotes (areas of interest) from this week's assigned readings, **along with a rationale** for why each chosen passage was deemed important (i.e., *Explain how* it highlights key areas of significance). **Please post your quotes & rationale to D2L (Wednesday by 12pm).** Word count: 300-350, not including the quotes.

### Role 2 Creative Connector

**DUE: Wednesday by 12:00PM**

The Creative Connector centers two key points from this week's readings and analyzes them by making new connections. Provides at least **2 examples** of a "creative connection" to this week's assigned readings **and explains the reasons for and significance of each connection.** The connecting idea could come from 'outside' the course (e.g. other courses, literature, news, pop culture, Netflix, whatever). However, you are not required to go outside the course content to make your connections. You may draw on ideas from any of our previously read assigned readings & weekly content (media) or something else already in your knowledge base. You can also provide a personal connection if appropriate. **Please post your creative connections & reasons to D2L (Wednesday by 12pm).** Word count: 300-350.

### Role 3 Critical Questioner

**DUE: Wednesday by 12:00PM**

The Critical Questioner references this week's assigned readings in order to give some context for where their critical thinking questions emerge. Develops **2 critical thinking questions based on this week's scheduled readings** that challenge, explore, or expand on the main theories, ideas, and examples from the readings **and propose some potential answers.** Ask stimulating questions: a good question will be crafted in such a way that it invites a multiplicity of perspectives, demonstrates playfulness insofar as it seeks alternative ways of thinking, and/or wonders about the implications (the "so what?") of a given idea. Potential answers are not meant to be conclusive (you are offering one answer of many, using the reading to substantiate). **Please post your critical questions & possible answers to D2L (Wednesday by 12pm).** Word count: 300-350.

### Role 4 Respondent

**DUE: Friday by 12:00PM**

The Respondent reads their peer's posts and finds inspiration from them in order to add to the conversation and ideas that were put forward by roles 1-3. Provides a **thoughtful analytical commentary** (not a summary) that keeps the analysis going based on the content (Close Reader), connections (Creative Connector), and questions (Critical Questioner) offered by peers. The commentary should also speak directly to this week's assigned readings. Elaborate, provide an example, answer/add a critical Q or make another connection to the assigned readings, inspired by peer's posts. **Please post your response to D2L (Friday by 12pm).** Word count: 300-350.

## 2 x Quizzes (15% each)

**WED FEB. 15 & WED APR. 5**

Each quiz will be based on material presented in weekly content and assigned readings available on D2L up to the date of the exam. The expectation is that you complete the quizzes on your own, without collaboration from your classmates and without needing to ask for further clarification from the course instructor, however you may consult your notes and course material during this time. Because the quizzes are 'open book' it is important that you reference course material with specificity (details and examples) and include in-text citations (these are *not* quotations).

Students will be given a window of 24 hours within which to complete the quiz. Once a student has started the exam, the student will have 90 min. to complete it (a 60 min quiz with 30 extra min to accommodate possible tech issues). Time will be increased accordingly for students with accommodations.

**Quiz 1** will be released on **WED February 15<sup>th</sup> at 9:00AM** and closes on **THURS February 16<sup>th</sup> at 8:59AM**.

**Quiz 2** will be released on **WED April 5<sup>th</sup> at 9:00AM** and closes on **THURS April 6<sup>th</sup> at 8:59AM**.

## Schedule of Content, Required Readings, & Evaluation Due Dates

Course content will be released on a weekly basis on Monday mornings on D2L under the content tab, organized by each week. **Students are expected to engage with the weekly content and required readings, while keeping up with assignments and due dates.**

\*\*\*NOTE: Though every attempt will be made to follow the syllabus below, the instructor reserves the right to make changes and deletions as necessary. In the event of such changes the instructor will do so with as much consultation with the members of the class as possible.

Week, Date & Topic	Required Readings (Available on D2L)	Evaluation Due Dates
<b>PART I FOUNDATIONAL CONCEPTS</b>		
<b>W1 JAN 9</b> Course introduction	Amagoalik, 2012 (pp.35-43); [video] Campbell	n/a
<b>W2 JAN 16</b> (His)tory	Newhouse, 2005 (Ch. 3); Groat & Anderson, 2021	<b>Entrance Reflection, SUN Jan 22 by 11:59PM</b>
<b>W3 JAN 23</b> Residential Schools & Child Welfare	MacDonald, 2019 (Ch. 3); MacDonald, 2019 (Ch. 4)	Portfolio #1, <b>Fri Jan 27 by 11:59PM</b>
<b>W4 JAN 30</b> Self & Society	Dallas, 2016; King, 2013	SRG #1 <b>ROLES 1-3, Wed Feb 1 by 12:00PM / ROLE 4, Fri Feb 3 by 12:00PM</b>
<b>W5 FEB 6</b> Social Theory	Watts, 2013; Little Bear, 2000	Portfolio #2, <b>Fri Feb 10 by 11:59PM</b>

<b>W6 FEB 13</b> Assessment	n/a	<b>Quiz #1 (available Wed Feb 15<sup>th</sup> 9:00AM- Thurs Feb 16<sup>th</sup> 8:59AM)</b>
<b>W7 FEB 20</b>	-----READING BREAK-----	
<b>PART II SOCIAL MOVEMENTS</b>		
<b>W8 FEB 27</b> #LandBack	Simpson, 2014; Red Paper Report (p.6-12)	SRG #2 <b>ROLES 1-3, Wed Mar 1 by 12:00PM /</b> <b>ROLE 4, Fri Mar 3 by 12:00PM</b>
<b>W9 MAR 6</b> Indigenous Education	TBA	Portfolio #3, <b>Fri Mar 10 by 11:59PM</b>
<b>W10 MAR 13</b> Two-Spirit Resurgence	Simpson, 2018 (Ch. 13); Ellasante, 2021	SRG #3 <b>ROLES 1-3, Wed Mar 15 by 12:00PM /</b> <b>ROLE 4, Fri Mar 17 by 12:00PM</b>
<b>W11 MAR 20</b> Indigenous Determinants of Health	Robidoux et al., 2017; Settee, 2018 (Ch. 10); Van Camp, 2016	Portfolio #4 & final cut off to submit portfolio, <b>Fri Mar 24 by 11:59PM</b>
<b>W12 MAR 27</b> Settler Decolonization	Tuck & Yang, 2012 (p.1-17); Nadeau, 2020 (Ch. 4)	SRG #4 <b>ROLES 1-3, Wed Mar 29 by 12:00PM /</b> <b>ROLE 4, Fri Mar 31 by 12:00PM</b>
<b>W13 APR 3</b> Assessment	n/a	<b>Quiz #2 (available Wed Apr 5<sup>th</sup> 9:00AM- Thurs Apr 6<sup>th</sup> 8:59AM)</b>
<b>W14 APR10</b> Course wrap up	n/a	<b>Exit Reflection, WED Apr 12 by 11:59PM</b>

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
<b>A+</b>	96 – 100%	4.0	Outstanding performance
<b>A</b>	90 – 95.99%	4.0	Excellent performance
<b>A-</b>	85 – 89.99%	3.7	Approaching excellent performance
<b>B+</b>	80 – 84.99%	3.3	Exceeding good performance
<b>B</b>	75 – 79.99%	3.0	Good performance
<b>B-</b>	70 – 74.99%	2.7	Approaching good performance
<b>C+</b>	67 – 69.99%	2.3	Exceeding satisfactory performance
<b>C</b>	63 – 66.99%	2.0	Satisfactory performance
<b>C-</b>	59 – 62.99%	1.7	Approaching satisfactory performance
<b>D+</b>	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
<b>D</b>	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
<b>F</b>	<50%	0	Failure. Did not meet course requirements.



## **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 that email may be requested as proof of the attempt to contact the instructor.

**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](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](mailto: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](mailto: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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto: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/>.