



<b>SOCI 421 (01) Topics in Deviance and Criminology (Genocide &amp; Terrorism)</b>			
<b>Pre/Co-Requisites</b>	Sociology 313, 315, 325, 331, 333		
<b>Instructor:</b>	Nestar Russell	<b>Lecture Location:</b>	MS211
<b>Phone:</b>	Email only	<b>Lecture Days/Time:</b>	M/W/F 11.00-11.50am
<b>Email:</b>	<a href="mailto:nestar.russell@ucalgary.ca">nestar.russell@ucalgary.ca</a>		
<b>Office:</b>	SS930	<b>Office Hours:</b>	By appointment only
<b>Instructor Email Policy</b>	<p>Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining to assignments or exams. If you have a course-related question, please check the course outline first. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person after class.</p>		

**Course Description**

In this course students are initially exposed to a variety of theories that attempt to shed light on better understanding the perpetration of genocide. After investigating several examples of genocide, greater attention is then focused on the Nazi Holocaust. More specifically, this section of the course sets out by exploring a populist explanation of the Holocaust: Daniel Goldhagen's book "Hitler's Willing Executioners." The remainder of the course compares and contrasts Goldhagen's ambitious theory with a variety of lesser well-known but more nuanced explanatory accounts of the Holocaust. These alternative theories are likely to have a variety of implications on better understanding the perpetration of other genocides and mass violence more generally.

**Course Objectives/Learning Outcomes**

Students who successfully complete this course will:

1. Acquire a strong general understanding of the topic of genocide (exploring issues including, among others, definitional problems, legitimacy, and factors that contribute to perpetration).
2. Obtain a basic historical overview of the Nazi Holocaust (and various theoretical frameworks which have attempted to better understand this act of genocide).
3. Gain a strong grasp of theories on seemingly incomprehensible acts of mass violence by scholars like Norbert Elias, Roy Baumeister, Stanley Milgram, and others.
4. Explore the relationship between the social construction of crime and acts of mass violence.

5. Develop a critical and self-reflexive lens in relation to the study of genocide.

**Required Textbooks, Readings, Materials, Electronic Resources**

Alvarez, A. (2010). *Genocidal crimes*. London: Routledge.

A list of compulsory readings posted on D2L (go to ‘Content’ and then select ‘Links to Compulsory Readings’).

Other readings may be assigned during the course.

**Learning Technologies and Requirements**

In the event this course is moved on-line, the successful completion of this course will require students have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

**Schedule of Lectures and Readings**

Note: the below schedule is just a guide and may undergo change. Also, you can attend all lectures in-person or on-line (recordings of lectures will be posted on D2L). In terms of content, the on-line lectures and in-person lectures are the same.

**Mon. Jan. 9** Introduction: Course overview (part 1)

---

[Mid-Term test materials below this line]

Introduction: Alvarez (2010) Chapter 1 (part 2).

**Wed. Jan. 11:** Course overview, Introduction, and Alvarez (2010) Chapter 1. / Overview of Goldhagen’s (1997) “Hitler’s Willing Executioners”.

**Fri. Jan. 13:** Overview of Goldhagen’s (1997) “Hitler’s Willing Executioners”.

**Essential Reading/s:** Chapter 1 of Alvarez (2010). D2L Reading List—Goldhagen, D. J. (1996). *Hitler’s Willing Executioners* (pp. 3-14; 211-222). Homework: watch Goldhagen video.

**Mon. Jan. 16:** Overview of Alvarez (2010) Chapters 2 and 3 (and discuss Goldhagen documentary).

**Wed. Jan. 18:** Overview of Alvarez (2010) Chapters 2 and 3 (and discuss Goldhagen documentary) / Elias’s Civilizing Process—part one.

**Fri. Jan. 20:** Elias’s Civilizing Process—part one.

**Essential Reading/s:** Alvarez (2010) Chapters 2 and 3. D2L Reading List—Weber, M. (1946). *Politics as a Vocation* (pp. 77-79).

**Mon. Jan. 23:** Overview of Alvarez (2010) Chapters 4 and 5.

**Wed. Jan. 25:** Overview of Alvarez (2010) Chapters 4 and 5 / Elias's Civilizing Process—part two.

**Fri. Jan. 27:** Elias's Civilizing Process—part two.

**Essential Reading/s:** Alvarez (2010) Chapters 4 and 5. D2L Reading List—Elias, N. (1978). *The Civilizing Process* (pp. 143-160).

**Mon. Jan. 30:** Elias's Civilizing Process—part three.

**Wed. Feb. 1:** Elias's Civilizing Process—part three / Milgram's Obedience to Authority Experiments—part one.

**Fri. Feb. 3:** Obedience documentary (watch on-line—***No In-Class Lecture***).

**Essential Reading/s:** D2L Reading List—Linklater, A. & Mennell, S. (2010). Norbert Elias, the Civilizing Process: Sociogenetic and Psychogenetic Investigations—An Overview and Assessment. *History and Theory*, 49(3), 384-411. Also, D2L Reading List—Russell (2018, Vol. 1: 1-11). Introduction. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 1).

*Supplementary (non-essential) reading:* Eisner, M. (2001). Modernization, Self-Control and Lethal Violence: The long-term dynamics of European homicide rates in theoretical perspective (pp. 618-638).

**Mon. Feb 6:** Milgram's Obedience to Authority Experiments—part one (cont.)

**Wed. Feb. 8:** Milgram's Obedience to Authority Experiments—part one (cont.) / Weber, Taylorism, and Fordism.

**Fri. Feb. 10:** Weber, Taylorism, and Fordism.

**Essential Reading/s:** D2L Reading List—Russell (2018, Vol. 1: 111-137). Academia's Response to Milgram's Findings and Explanation. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 1).

---

[Mid-Term test materials above this line]

---

[Final Exam test materials below this line]

**Mon. Feb. 13:** Ritzer's McDonaldization thesis.

- Wed. Feb. 15:** Ritzer's McDonaldization thesis / Baumeister's thesis on 'evil' and techniques of neutralization.
- Fri. Feb. 17:** Baumeister's thesis on 'evil' and techniques of neutralization.
- Essential Reading/s:** D2L Reading List—Russell, N. (2018, Vol. 2, 23-53). The Nazi Regime: Ideology, Ascendancy and Consensus. In *Understanding Willing Participants: Milgram's Obedience Experiments and the Holocaust* (Vol. 2).
- Supplementary (non-essential) reading:* Baumeister, R. F. (1997). Evil: inside human cruelty and violence (pp. 16-25; 33-59).

**Mid Term Break Sun. Feb. 19 – Sat. Feb. 25.**

- Mon. Feb. 27:** **Mid-Term Test**
- Wed. Mar. 1:** Obedience to Authority (part two): Russell and Gregory's (2011) reinterpretation.
- Fri. Mar. 3:** Obedience to Authority (part two): Russell and Gregory's (2011) reinterpretation / Power: The Social Construction of Crime.
- Mon. Mar. 6:** Power: The Social Construction of Crime.
- Essential Reading/s:** D2L Reading List—Russell, N. & Gregory, R. J. (2011). Spinning an organizational "web of obligation"? Moral choice in Stanley Milgram's "Obedience" experiments. *The American Review of Public Administration*, 41(5), 495-518.
- Wed. Mar. 8:** Power: The Social Construction of Crime (cont.). (Documentary). (Watch on-line—**No In-Class Lecture**).
- Fri. Mar. 10:** Obedience to Authority (part three): Bureaucracy and Technology. (Watch lecture on-line—**No In-Class Lecture**).
- Essential Reading/s:** D2L Reading List—Chambliss, W. J. (1975). Towards a political economy of crime (pp. 149-170). D2L Reading List—Russell, N. J. C. (2011). Milgram's Obedience to Authority Experiments. *British Journal of Social Psychology* (pp. 140-162).
- Mon. Mar. 13:** Obedience to Authority (part three): Bureaucracy and Technology (cont.).
- Wed. Mar. 15:** Obedience to Authority (part three): Bureaucracy and Technology (cont.) / The Holocaust: Bureaucracy, Trial and Error, and Technology.
- Fri. Mar. 17:** The Holocaust: Bureaucracy, Trial and Error, and Technology.

**Essential Reading/s:** D2L Reading List—Russell, N. (2018, Vol. 1: 155-190). A new theoretical path: the emergence of Milgram’s bureaucratic machine. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 1). Also, D2L Reading List—Russell, N. (2018, Vol. 2, 129-154). Operation Barbarossa and the Holocaust by Bullets—Bottom-Up Forces. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2). Finally, you will be supplied with a link to a documentary that you must watch as homework.

*Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 65-88). World War Two and Nazi Forays into the Killing of Civilians. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2). Also, Russell, N. (2018, Vol. 2, 101-119). Operation Barbarossa and the Holocaust by Bullets—Top-Down Forces. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2).

**Mon. Mar. 20:** The Holocaust: Bureaucracy, Trial and Error, and Technology (cont.). Lecture and documentary.

**Wed. Mar. 22:** The Holocaust: Bureaucracy, Trial and Error, and Technology (cont.). Lecture and documentary / The Civilizing Process—part four.

**Fri. Mar. 24:** The Civilizing Process—part four.

**Essential Reading/s:** D2L Reading List—Russell, N. (2018, Vol. 2, 167-203). The Rise of Operation Reinhard. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2).

*Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 219-234). The Solution to the Jewish Question—Auschwitz-Birkenau. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2).

**Mon. Mar. 27:** The Civilizing Process—part four (cont.).

**Wed. Mar. 29:** The Civilizing Process—part four (cont.). / Humane killing.

**Fri. Mar. 31:** Humane killing.

**Essential Reading/s:** D2L Reading List—Bauman, Z. (1992). Modernity and the Holocaust (pp. vi-30 [basically read the preface and all of Chapter 1]). Also, D2L Reading List—Russell, N. (2018, Vol. 2, 241-276). The Nazi’s Pursuit for a “Humane” Method of Killing. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2).

*Supplementary (non-essential) reading:* Russell, N. (2018, Vol. 2, 277-299). Conclusion—The Milgram-Holocaust Linkage and Beyond. In *Understanding Willing Participants: Milgram’s Obedience Experiments and the Holocaust* (Vol. 2).

---

[Final Exam test materials above this line]

**Mon. Apr. 3:** No lecture (reading break)

Wed. Apr. 5:

**Essay due today 5pm**

**Easter Break (Fri. Apr. 7 – Mon. Apr. 10)**

Wed. Apr. 12:

**Course review**

**Methods of Assessment and Grading Weights**

COMPONENT	WEIGHTING	DUE DATES/DAY
Mid-Term	35%	<b>Monday 27 February</b>
Essay	30%	<b>5pm Wednesday 5 April</b>
Final Exam	35%	<b>Registrar Scheduled</b>
Total	100%	

Assessment	Due Date	Percentage	Content
Mid-Term Test	Monday, 27 February.	35% (consisting of 35 multiple-choice/true false questions)	<p>This test will be based on lectures <b>Mon. Jan. 9 to Fri. Feb. 10</b> (and all the compulsory readings associated with these lectures).</p> <p>You must start this test at some point <b>within the 24-hour window (12.00am to 11.59pm) on Monday 27 February</b>. The time period for this test is normally 120 minutes. But since it will be a <b>remote D2L test</b>, university regulations stipulate students be provided with 50% extra time. Therefore, <b>students will have 180 minutes (3 hours) to complete this test</b>. This test is <b>open book</b> (consulting with personal notes, lecture slides, and the textbook/course readings is allowed). However, collaboration between students during this test is absolutely prohibited (engagement in such behavior may constitute academic misconduct). A computer with a supported operating system and broadband internet connection will be required to complete this test. If, during this test, a student has any questions or encounters any problems, I will regularly be</p>

			checking my email and will respond to them as quickly as possible.
Essay	5pm Wednesday, 5 April	30%	Length 1,200 words (maximum) not including the out-of-text reference section. Please use APA referencing. Essay questions are provided below. Provide the full essay question and essay word count at the start of the essay. Submit your essay to the D2L Dropbox. A three-part rubric will be used to mark this essay.
Final Exam	Yet to be determined (closer to the exam, please consult the Final Exam Schedule)	35% (consisting of 35 multiple-choice/true-false questions)	See below

#### Essay Questions:

- The perpetration of the Rwandan genocide and the Holocaust share nothing in common beyond being examples of genocide. Critically discuss.
- “Canada’s treatment of Indigenous populations has been and remains genocidal.” Critically evaluate this statement.
- Was the Holocaust due to antiquated anti-Semitic beliefs (Goldhagen, 1997) or was it a child of modernity (Bauman, 1989)?
- Develop your own essay question (the only stipulations are that your essay must apply some of the ideas or theoretical frameworks explored in this course and that the area of interest is directly related to the topics of genocide or terrorism). If you are interested in this pursuing this option, you must inform me and also discuss your idea/s with me.

#### Final Examination

Final Exam	Y
Format	Registrar scheduled
Modality	On-line
Type	Multiple choice and True-False format
Duration	2 hours (120 minutes)
Aids	Open book

**The date and time of this remote D2L quiz function final examination will be scheduled by the Registrar at some point before the final exam period.** This exam, using multiple choice and true-false format, will be **based on all materials covered in Lectures Mon. Feb. 13 to Fri. Feb. 17 and Wed. Mar. 1**

to Fri. Mar. 31 (and all the essential readings/materials associated with these lectures). The exam is **open book** (consulting with personal notes, lecture slides, and the textbook/course readings is allowed during this exam). Collaboration between students during this exam is absolutely prohibited (engagement in such behavior may constitute academic misconduct). The Registrar's stated allowable time period for this exam is 120 minutes or two hours. But since it will be a remote D2L exam, university regulations stipulate students be provided with 50% extra time. Therefore, **students will have 180 minutes (three hours) to complete this exam. Importantly, students will have 24 hours to access the exam prior to the official exam closing time (as specified by the examinations office)**. For example, if this final exam was officially scheduled from 12-2pm on November 14, access to the exam would open *the day before* at 2pm on November 13 and close at 2pm on November 14 (and once students started this exam, they would have 180 minutes to complete it). If, during this exam, a student has any questions or encounters any problems, I will regularly be checking my email and will respond to them as quickly as possible. A computer with a supported operating system and broadband internet connection will be required to complete this test. More specific details on the Final Exam will be provided.

### **Grading Scale**

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

<b>Grade</b>	<b>Percent range</b>	<b>Grade Point Value</b>	<b>Description</b>
<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.

### **Libraries & Cultural Resources**

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>



## **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/>