

POLI 213 Political Ideologies

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| Pre/Co-Requisites | |
| Instructor: Barry Cooper | Lecture Location: EDC 179 |
| Phone: 403 220 5764 | Lecture Days/Time: MWF, 9-950 |
| Email: bcooper@ucalgary.ca | |
| Office: SS 748 | Office Hours: MWF, 3-5 |

PRELIMINARY OBSERVATION

Read this course outline and keep it because it contains the answers to many routine questions such as what is required or optional reading, what is required for the term paper, etc.

COURSE DESCRIPTION

We will cover three general problems in this course and try to reach a few conclusions.

1. Political science is distinct from ideology. This is why we have political science departments not departments of ideology. But how, or in what way or ways are they different?
The short answer is: ideology is part of political reality, and political reality is the subject-matter studied and interpreted by political science. Of course, that's not all: as Winston Churchill said, "the desire, which most men and all communities manifest at all times [is] to associate with their actions at least the appearance of moral right." So far as ideologies are concerned, this observation takes the form that, unlike political science, ideologies and the desire to associate political action with moral right also consist of interpretations of political reality. The reason is because political reality does not wait for political scientists to provide an interpretation of it. Rather, political reality is self-interpretive. This means there will be conflicts between what ideologists have to say about political reality and what political scientists have to say. And there are conflicts among ideologists as well as between ideologists of whatever variety and political scientists. As Eva Brann, a political scientist or political philosopher, put it, "when people get hot under the collar, it's politics. When they are deeply interested, it's political philosophy." That is a short answer, but a dense one. You might want to read it again.
2. This basic distinction underlies the first thing we discuss, which is the contemporary version between the interpretations provided by ideologists and those provided by political scientists, which conventionally we call political correctness and, more recently, "wokeness." To repeat, the preliminary or commonsensical distinction just outlined means that political correctness and wokeness are constituent elements of political reality that political science aims to understand. There are no assigned texts for this section, but there are plenty of discussions of the problem available in the library and online. Several links are available in a folder on D2L. You should read them, or at least a selection of them. For information of D2L, please consult [eLearn @ UCalgary](#)

3. Traditional or “legacy” ideologies about which most people have heard something include liberalism and conservatism (among others). We will discuss the following problems: Where did liberalism and conservatism come from? What do they stand for? How are they related to one another? How, if at all, are they related to socialism? When did liberals start calling themselves “progressives?” What does “progress” mean? How are political ideologies related to the distinctive features of modern industrial societies? Again, no texts assigned, but several D2L links are provided for you to explore the issue.
4. Contemporary ideologies sometimes are presented as being derived from legacy or traditional ideologies, but sometimes they describe themselves as innovations and solutions to social, economic or political problems that never previously existed. Two contemporary ideologies we discuss are environmentalism and feminism. Here we discuss the following specific questions: Where did these ideologies come from? What do they advocate? What makes them ideologies? Are they really responses to unprecedented social or economic problems? One book, by Harvey Mansfield, Manliness, is to be read for the section on feminism. There are a couple of optional book suggestions for the section on environmentalism dealing with anthropogenic climate change along with electronic sources available on D2L
4. Conclusions. Here the major problem is to understand if, or the extent to which, the original distinction between political ideology and political science stands up. We will discuss the following problems: Are ideologies an inevitable part of politics? Are policies invariably ideological?
5. There are, thus, four substantive sections to the course: (1) a general introduction that aims to answer the question: what is ideology? (2) a discussion of what I call legacy ideologies, chiefly liberalism and conservatism, followed by a discussion of the two most important contemporary ideologies, (3) environmentalism, which developed from late-nineteenth-century conservationism and (4) feminism, which grew in importance after World War Two and has informed such contemporary issues as gender fluidity.
6. At the end of each section, I will post on D2L a quiz, a series of questions covering the material just discussed in class. I would like you to consider the questions in the quiz for the next class when we will discuss them. You will not be graded on your remarks or even on your participation in the conversation. It will, however, allow you to evaluate your own understanding of the subject-matter we covered. That is one reason why it is a good idea to attend the lectures.

COURSE OBJECTIVES & LEARNING OUTCOMES

There are two main objectives to this course, one dealing with the subject-matter, the second with the analytical approach to it that political science typically employs.

1. Regarding the subject-matter, namely what political ideologies actually advocate, students who successfully complete the course will have a good grasp of what the legacy ideologies of liberalism and conservatism mean as well as an understanding of a few of the contemporary ideologies that move so many individuals today to undertake political action, specifically environmentalism and feminism, and other ideologies derived from them and from Marxism. There are, of course, additional ideologies such as nationalism, fascism, tribalism, anarchism, socialism etc. that are also part of political reality, but we cannot cover everything in an

introductory course. Students may also be able to connect contemporary ideologies with what it means to live in a technological society such as our own.

2. Secondly, at the end of the course, students are expected to have an understanding of the difference between the rational analysis of political reality, which is the aim of political science, and the motivations of political actors, which often (but not always) are responses to ideology. Students are also expected to grasp the real-world limitations of the analytical distinction between political science and ideology and thus also to grasp the real-world limitations of political science. Political science provides an analysis of politics, not a substitute for politics.
3. Students who take this course, or any other course, in political science should be aware that the subject-matter of politics often includes a consideration of contentious matters of justice and injustice, good and evil, and other inherently controversial topics. Rational discussion of such problems, questions, subject-matter, and so on is the premise of political science. Disagreement ought to be expected –not always, but from time to time. You should feel free to challenge me or your fellow students –with respect, of course. Listen carefully to others, form your own opinion while remaining mindful that others’ opinions may differ. As we shall see, there is a reason why unity of opinion destroys politics along with political science.

That said, students may find that their traditional or received notions of justice and injustice etc. are challenged by the material covered in this course. For example, many students may already have well developed and strong opinions regarding anthropogenic climate change, gender fluidity, wokeness, and so on. One of the questions raised in this course, as indicated above, is to see where such opinions came from (or come from); what were the assumptions made by individuals who hold such views? What made such opinions persuasive? and so on. These are challenging issues because they deal with, and refer to, ambiguous realities. If you have a low tolerance for ambiguity and find it difficult to consider fundamental questions regarding your own assumptions about political reality, this may not be the course for you.

However that may be, it almost goes without saying that I assume that your expectation is to be treated fairly and with dignity if you adhere to one or another ideological commitment. For my part, I never belittle students even when I ask them questions designed to allow them to justify their commitments. On the contrary, in principle I hold students in high regard, one element of which is the expectation that they can justify the esteem with which I hold them by conducting a rational conversation. I want you to succeed not as political actors (that is your affair, not mine) but as political scientists, which is to say in terms of your understanding political action, including your own.

In other words, because political science courses deal with inherently controversial questions, there can be no “safe spaces” in the conventional sense of the term, namely a literal space or intellectual context where you will never have your current opinions analyzed –which may seem to you to mean to have them challenged. On the other hand, you are invited to consider this course as an inherently safe space in the sense that no questions, problems, topics, or subject-matter is prohibited from discussion.

To sum up what both the course description and the objective and learning outcomes mean for students, I would refer you to the motto of the University of British Columbia: Tuum Est. This can be translated in two ways: “It is thine/yours,” or “It’s up to you.” I prefer the second version because it emphasizes the difference between high school and university, secondary and post-

secondary education. You are university students; this is a post-secondary educational institution. What you get from this course really is up to you. Tuum Est.

REQUIRED TEXTBOOK(S)

The following book is available in the bookstore: Mansfield, Manliness. A couple of other books, Koonin’s Unsettled and Shellenberger’s Apocalypse Never are also available in the bookstore. You might also wish to read Sangster’s The Real Inconvenient Truth, which you can obtain via Amazon. Additional readings are posted on D2L and are listed in the section below on course schedule and topics.

COURSE COMPONENT WEIGHTS AND DUE DATES

| COMPONENT | WEIGHTING | DUE DATES |
|-------------------------|-----------|-----------|
| Research essay or paper | 50% | March 29 |
| Final take-home exam | 50% | April 17 |
| Total | 100% | |

If you miss a required course component, please get in touch the instructor as soon as possible. You may, of course, submit your term papers and exams before the end of the day (23.59.59) on April 21, 2023. In fact, I encourage you to do so, especially the term papers.

COURSE SCHEDULE & TOPICS

The schedule is tentative and may change if the need arises. Additional material will be posted to D2L. Students will be informed by email of any new material.

Section One: January 9-20

Topic: Political science and political ideologies: what’s the difference?

Readings: Optional

Ken Minogue, The Pure Theory of Ideology

David Walsh, After Ideology

D2L Folder, Political Correctness Articles

Leo Strauss, “What is Political Philosophy?”

https://www.jstor.org/stable/pdf/2126765.pdf?_seq=1470434451421

Section Two: January 23-February 3

Topic: Legacy Ideologies: liberalism, conservatism, socialism

Readings:

Optional

Harvey Mansfield, interview

<http://www.hcs.harvard.edu/hrp/issues/1993/Mansfield.pdf>

Mansfield, lecture

<https://www.youtube.com/watch?v=nOSOGzNWmgk>

Eric Voegelin, “Liberalism and its History”

<http://portalconservador.com/livros/Eric-Voegelin-Liberalism-And-Its-History.pdf>

Michael Oakeshott, “Rationalism in Politics,” and “On Being Conservative,” in T. Fuller, ed. Rationalism and Politics.

Dan Mahoney, The Conservative Foundations of the Liberal Order

David Walsh, The Growth of the Liberal Soul

Robin Diangelo, White Fragility

D2L Legacy Ideologies folder.

Section Three: February 6-March 3

Topic: Environmentalism

Readings: Optional

M.J. Sangster, The Real Inconvenient Truth
Steven Koonin, Unsettled
Michael Shellenberger, Apocalypse Never
Al Gore, An Inconvenient Truth
Rachel Carson, Silent Spring
Arne Naess, Community and Lifestyle
Andrew Dobson, Green Political thought
David Suzuki, The Autobiography
D2L Folder, Climate Articles
Chris Essex and Ross McKittrick, Taken by Storm
Michael Hart, Hubris
Ross McKittrick, <http://www.rossmckittrick.com/>

Section Four: March 6-April 7

Topic: Feminism

Readings: Required

Mansfield, Manliness

Optional

J.S. Mill, The Subjection of Women
Susan Orkin, Justice, Gender and the Family
Martha Nussbaum, Frontiers of Justice
Lorraine Code, Ecological Thinking
Jean Elshtain, Public Man, Private Woman
D2L Folder, Feminism

Date: Section Five: April 10-12

Topic: Conclusions

ASSIGNMENT(S)

Students are expected, for obvious and commonsensical reasons, to attend the lectures and to take part in the quizzes at the end of each section to discover whether if they have grasped the content of the lectures. To repeat: the quizzes are not graded. They are intended to help you in your self-appraisal. Tuum Est.

Students who do not take the final exam or who do not submit a research paper and do not request an extension or deferral (see below for a discussion of late penalties, and of extensions and deferrals) will receive a zero for that component of the course.

Submissions of your term paper and exam are by way of a drop-box on D2L.

In general, to get an A in the course you have to read the assigned text and make notes on it. You have to read a selection of the optional texts, articles etc., and also make notes. The more of this material you read, the better your understanding of the subject-matter will be. This should be obvious. Equally obviously, you need to attend the lectures and make notes as well. You also have to budget sufficient time to compose an analytical term paper, as described below. This means, if you choose Option One, described below, you have to think carefully about what the author whom you discuss in the term paper argues and be able to present a clear analysis of his or her argument.

The requirements for Option Two, also described below, are slightly different. But, whatever option you choose, you should also plan to revise your paper and your final exam at least twice. You should have someone else proof-read the final text of both your paper and your exam before submitting it.

Write clearly and concisely. If you have any doubts concerning your ability to write grammatically correct and stylistically pleasing essays, learn how to do the job right. I would recommend consulting William Strunk and E.B. White, The Elements of Style. Any novel by Ernest Hemmingway provides a useful model.

Use credible sources and a reputable citation format. The Chicago Manual of Style is one such example, but there are others. Getting an A, no matter how intelligent you may be, takes time. Give yourself enough time to master the material and to present it properly. There is no substitute for extended effort. More specifically, an A paper or exam shows evidence of insightful analysis that goes beyond the material presented in lectures. An A paper or exam contains no typos or grammatical errors.

If you are looking for a D or a bare pass, ignore everything above. Don't read any instructions. Don't take the time actually to read any assigned or optional texts or whatever other source you choose to discuss if you pursue Option One. Just share your unsourced and unsubstantiated opinions. Most students who succeed in getting a D try to wing it, rely on such dubious sources as Wikipedia, and generally waste their time.

The letter grades described above (consider them a rubric if you wish) and what you need to do to get one or the other, form a continuum. Other grades are in the middle someplace.

ESSAYS/RESEARCH PAPER(S)

Two essay/research paper options are available. Whichever one is chosen, it will be due at the end of the day on March 29, 2023. You may submit an electronic copy on D2L to a drop-box either in Word or PDF format. A guide to the criteria used in marking your paper will be posted on D2L. It is due April 3, 2023. I will return it to you on the last day of class. There is a faculty rule that requires that students must know at least 30% of their grade by the end of term. You will know 50% of your grade by then.

Option 1: In the section on "Schedule and Topics" above, a number of optional readings are listed. Others are linked on D2L in folders, as is a list of other books and articles you may consider for review. Option One is to do an analytical review of one of these readings or of any other book or article that is mutually agreed to by the student and the course director. The review is to be an analytical treatment of the argument developed by the author. Such an approach deals with the following two questions: what are the author's assumptions? How is the logic of the argument developed? It is not a summary of what any particular text says and even less is it a statement of whether you "like" the author's argument. For more information, see "How to Write a Paper," also posted on D2L.

You can certainly criticize an author, in the sense of disagreeing with him or her, but first you need to show that you have understood what the author is arguing. That is the primary meaning of analysis. For the record, the two terms, analysis and criticism, are actually quite close in meaning. Analysis comes from a Greek verb meaning to unravel, to loosen, to undo and so to investigate, whereas criticism (critic,

critique, etc.) comes from another Greek word, kritikos, meaning one who is able to judge by being able to separate and decide or distinguish, which is rather close to analysis.

Option Two is rather different. The context for modern ideologies has often been described as our current technological society. Nature seems to provide neither guidance nor a sense of awe that limits what human beings think they can do. For many persons today, the presence of technology is immediately at hand in their electronic devices: smart phones and laptop computers, chiefly.

To fulfil Option Two, students must turn off their smart phones and laptops for all social communication purposes: no email, no texting, no Instagram, no Facebook, no Tik-Tok, etc. Students may use their laptops to take notes in classes, but for nothing else. Obviously, you can use your phone for emergencies but that's all. You may consider this condition for attempting Option Two as a kind of social media fast, akin to a religious fast.

Now, having cut yourself off from social media, keep a diary or a journal of your experience for one week (seven days). Then write up your notes and reflect upon what changed in your experience during the week without technological mediation in your life. There are several essays that can easily be accessed after you have experienced directly your week without social media. They may assist you in formulating a coherent account of what happened. But the point is not first to do research on the problem of social media but initially to experience directly what it is to be divorced from it. It goes without saying that this option requires good faith participation: no cheating!

Some people find the absence of social media highly stressful. To write a meaningful essay, however, it is important to experience at least four days of deprivation. That is the minimum you must be willing to endure to undertake Option Two. A week without social media, however, remains the goal.

Whichever option is chosen, the finished paper will be between 1500 and 2500 words, excluding citations and bibliography.

The quality of your writing counts. This means, to repeat, you are to use English grammar, proper sentence structure and punctuation, clear argument and organization, proper and consistent references (whatever convention you prefer is acceptable; just be consistent). As noted, the paper is due at the end of the day (23.59.59) March 31, 2023. Both the exam and your paper are to be submitted by way of the course drop-box. When you submit your paper or exam, make sure you include your name, ID number, and course number. Make sure your paper is double spaced. Also remember, you are allowed to submit your paper and your exam prior to the deadline. Make sure to keep a copy of your paper and your preliminary notes, photocopies, and other supporting documentation to show that the work submitted is your own. If you have doubts about inserting a reference, put it in. You do not want to be suspected of plagiarism. With current software available to anyone marking your paper, the detection of plagiarism is easy.

PARTICIPATION

Apart from the formal requirements of exams and essays, students will not be graded on how many questions they ask in class or submit by email or by phone. That said, you are encouraged to raise questions, not least of all because doing so actualizes the virtue of courage. If you are not puzzled by what you hear in the lectures or read in the assignments, it is unlikely you will learn much. If you are puzzled, asking questions is the only way to move beyond perplexity. Your fellow students will be grateful that you ask questions (and show your courage by doing so). Questions are also useful for me because they indicate places where I can be more clear.

MID-TERM EXAMINATION

There is no mid-term examination.

FINAL EXAMINATION

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|------------|---|
| Final Exam | Yes. |
| Format | Take home. |
| Modality | Completed exam submitted online. |
| Type | Long answer or essay. |
| Duration | 5 days. |
| Aids | Whatever aids you wish to use are acceptable. |

WRITING STATEMENT

Written assignments are usually required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

Additional information can be found at: <http://www.ucalgary.ca/pubs/calendar/current/e-2htm/>
Sources used in research papers must be properly documented. To repeat: if you have any doubts about inserting a reference, put it in.

GRADING SCALE: The following grading scale is used:

| | | | |
|-------------|------------|------------|------------|
| A+ (91-100) | B+ (77-79) | C+ (67-69) | D+ (55-59) |
| A (85-90) | B (73-76) | C (63-66) | D (50-54) |
| A- (80-84) | B- (70-72) | C- (60-62) | F (0-49) |

LATE PENALTIES

Late penalties of 5% a day will be assessed unless students have a persuasive reason for a late submission.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours or to the teaching assistant. Should you wish to meet outside of office hours, please telephone or 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 these hours. If you have any doubts about proper email etiquette, please feel free to consult: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087>

Students are welcome to use laptops and other electronic note-taking devices in this course.

Please be considerate of others and switch off all cell phones when you enter the classroom. Sending or receiving texts and browsing the Web can be disruptive to others. so don't.

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 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.

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

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) 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 1.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar 1.3

<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. 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, 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/>.

Campus Spiritual Resources

Your issue might be spiritual rather than mental. The University of Calgary also plays host to chaplains (faith representatives) from many faiths. Find contact information at: <https://www.ucalgary.ca/student-services/faith-spirituality/about-us/student-services/faith-spirituality/about-us/faith-representatives>.