



THE UNIVERSITY OF CALGARY

FACULTY OF ARTS

DEPARTMENT OF POLITICAL SCIENCE

COURSE OUTLINE

*Political Science 345-L01 Winter 2019 Block Week  
Indigenous Governance*

INSTRUCTOR: Daniel Voth  
OFFICE: SS740  
EMAIL: professor.voth@ucalgary.ca  
OFFICE HOURS: By appointment  
COURSE DAY/TIME: WRFMT 8:30-16:30  
COURSE LOCATION: SA 106  
COURSE PRE-REQUISITES: None.

TEACHING ASSISTANTS:

Ryan Crosschild: ryan.crosschild1@ucalgary.ca

COURSE DESCRIPTION:

This course includes a significant amount of mandatory group work. The course offers an intensive examination of the way Indigenous governance structures clash with settler institutions in Canada. Students will work through course content using the real-world scenario of a pipeline negotiation. This scenario will illuminate the way elements of Indigenous governance like ontology, kinship, gender relations, and the treaty relationship struggle to find voice in non-Indigenous decision making institutions. Each day, students will split their time between content lectures, and group preparation for a pipeline hearing. The material covered in class will help contextualize the problem that each group of students must face as they prepare for the negotiation.

Course content will be provided through lectures, in-lecture discussions, assigned readings, and film.

The course will be led by Dr. Daniel Voth.

COURSE OBJECTIVES & LEARNING OUTCOMES:

This course is designed to help students develop a number of important skills that contribute to becoming persons possessed with critical minds in a politically dynamic and complex world. Upon completion, students will have begun to develop conceptual skills, and key capacities.

Conceptual:

- Gain introductory knowledge about the key concepts that animate many forms of

#### Indigenous governance

- Be able to participate intelligently and knowledgeably in the ongoing conflicts between Indigenous peoples and Canadian society.
- Understand the way in which Indigenous governance structures interact with settler institutions on key questions of public importance.

#### Capacities:

- Students will develop problem solving skills that require one to make difficult, and controversial decisions about advancing a course of action. Political life among Indigenous and non-Indigenous peoples is filled with difficult trade-offs, competing interests, and stark disagreements. At the conclusion of this course, students will gain experience thinking through these complex problems, and will have practiced making informed, difficult choices that shape the world we live in.
- At the conclusion of this course, students will have developed new collective decision-making skills. As is outlined below, the course demands that students work on complex problems in a group and practice collective decision making skills. These skills will serve students well in many elements of university, and post-university life.
- The course also seeks to improve students' communicative writing skills. Being a critical and aware person requires one to communicate concisely and clearly. Deploying large amounts of information to everyday problems, situations or issues requires a focused brevity that zeros in on the heart of the relationship between a body of information, and a lived problem. In order to hone these skills students will be asked to craft arguments within strict space constraints. These types of assignments encourage students to consider first, what information is most relevant to a particular problem, and second, how to communicate this relevance clearly and convincingly in a limited space.

#### REQUIRED TEXTBOOK:

There is no required textbook for this course. All readings will be provided on the Desire to Learn (D2L) course website.

Other reading materials will be made available to students through D2L. The course content and readings are all subject to change.

COURSE COMPONENT WEIGHTS AND DUE DATES:

Commissioners:

COMPONENT	WEIGHTING	DUE DATES
Criteria for Pipeline Evaluation	<b>10%</b>	<b>Day 2 @ 2pm</b>
Group Work Final Decision	<b>20%</b>	<b>January 14</b>
Individual Participation	<b>10%</b>	<b>January 15</b>
Hearing Organization	<b>20%</b>	<b>Day 5</b>
Individual Open Book Quiz	<b>40%</b>	<b>By 11:00PM Jan. 21</b>
Total	100.00%	

All Other Groups:

COMPONENT	WEIGHTING	DUE DATES
Group Work Final Project	<b>30%</b>	<b>January 14</b>
Individual Participation	<b>10%</b>	<b>January 15</b>
Group Presentation	<b>20%</b>	<b>Day 4</b>
Individual Open Book Quiz	<b>40%</b>	<b>By 11:00PM Jan. 21</b>
Total	100.00%	

**COURSE SCHEDULE & TOPICS:** The schedule is tentative and may change as the need arises. Guest lectures may also disrupt this schedule.

Day #	TOPIC	READINGS	Comments
1	Intro to the course, terminology, group selection	Syllabus, Group packages	
2	Indigenous peoples and pipelines	D2L Readings Unit 2	
3	The land as an active participant in governance	D2L Readings Unit 3	
4	Treaties, unceded land, and pipelines	D2L Readings Unit 4	
5	Day Long Simulation		

DAILY STRUCTURE

The structure of each day will be broken into four parts.

- I. 08:30-09:15 Group Self-Evaluations
- II. 09:30-12:00 Content Lecture
- III. 12:00 – 13:00 Lunch Break
- IV. 13:15 – 16:30 Group Work

ASSIGNMENTS

**Commissioners:**

Criteria for Pipeline Evaluation (10%)

The commissioners group will have a slightly modified evaluation criteria. This group will be required to provide a one page list of criteria outlining how the commissioners will evaluate the

pipeline. This criteria can be drawn from existing real world criteria (Canada and the world), course readings, and lecture material. The criteria **may not** be exclusively rooted in Canadian/Settler/Mainstream world views or orientations to pipelines. This must be drawn up and sent to Dr. Voth for dissemination to the class by 4pm on Day 2. Dr. Voth will meet with the commissioners on Day One to answer any questions you have.

This criteria must **later** be accompanied by a three page paper detailing how the criteria were arrived at, and why they were chosen. This short paper may be handed in by email to Dr. Voth with your final report. It should be argumentative in nature (it needs to have a single point outlining what you were looking to accomplish), and include a thesis statement, and sources.

#### Final Decision (20%)

The commissioners will produce a final paper detailing their decision on approving or rejecting the pipeline. This will be formatted and conform to all the specifications in the Final Project description below.

This must be a single paper from the group. No dissenting opinions are permitted. The task is to come to a position and argue it. You are welcome to use notes and data collected during the negotiations and hearing. This paper must also be argumentative, using your criteria to justify the approval or rejection of the pipeline.

#### Individual Participation (10%)

This will be administered in the same fashion as the rest of the class. See below for details.

#### Hearing Organization (20%)

Rather than making a presentation, your group will be tasked with organizing a full day of hearings on Day 5 of the class. Your tasks include, but are not limited to:

- Finding a room on campus for the hearings (you may use the lecture theatre, but are not required to do so)
- Developing an agenda
- Developing a format
- Communicating the format to the participants
- Chairing the day-long hearing
  - Ensuring they run on time
  - Leading any discussion
  - Managing presenter interactions

This task must cost you **zero** dollars.

You will be evaluated on:

- Preparation
- Organization
- The running of the day
- Creativeness in format
- Time Management

Each criteria will be worth 4 points for a total of 20.

### Individual Open Book Quiz

This will be administered in the same fashion as the rest of the class. See below for details.

### All Other Groups:

#### Group Work Final Project: Pipeline Negotiation and Hearing (30%)

Indigenous governance from the Pacific coast, to Alberta and across the North West Plains has continually run up against the desire to extract natural resources from Indigenous peoples' territories, and ship those resources to markets via other Indigenous peoples' territories. To help learn more about how Indigenous governance interacts with this desire, this course will simulate a modified pipeline negotiation and hearing.

Your task will be to represent a party within the hearing, and argue the case of that party to the hearing's commissioners.

On the first day of classes, you will be asked to self-enroll into one of the possible parties to the hearing. Group identities will vary, and one group will have the opportunity to become the commissioners (see below for a list of parties to the hearing). Each party to the negotiation will have a briefing book that outlines **introductory** documents that will **help begin** to inform the group's arguments, and outline more about your group identity. Your group may wish to seek out additional information to inform their position. The introductory documents are designed to help get you started on the right foot.

Each afternoon, you will convene in your groups, and begin working on your submission to the commission. The end product of your afternoon sessions is the development of:

1. A single 6-8 double spaced page position paper, outlining your position on the proposed (fictitious) pipeline.
  - a. The position paper must also answer the following question towards the end of the paper: **Who and/or what world views were advantaged and disadvantaged by the hearing structure? Is a more just structure possible? If not, why not, if yes, briefly outline what it might look like.**
2. A 10 minute presentation to the commission, with an additional 5 minutes set aside for questions from other parties.

Only one final position paper is to be uploaded to D2L per group. A single grade will be awarded to all members of the group for the position paper.

This position paper must include:

- An Introduction
- A central thesis statement formed into one complete sentence. The thesis statement must articulate what position is being staked out, and must appear in the introduction
- An analytical framework (what will you examine, or use to argue your thesis)
- Two or three points/ideas that offer argumentation on different, but related points

supporting your thesis

- Sentences transitioning and/or linking one point or idea to the next
- A conclusion in which the group provides a summation of their ideas. Your conclusion needs to be clearly connected back to your central thesis statement.
- Conform to the formatting requirements listed below
- Cite and integrate four (4) scholarly sources

You may include appendices in your position paper. They do not count towards your page limit.

Here is a suggested schedule for your afternoon group sessions:

Day 1 – Introductions, begin reading the package of information, begin identifying additional avenues for research if needed.

Day 2 – Group discussion on what you found in the readings, how that material connects to the content lecture, and what you still need to find out. Identify key points of the position that the group should take. Assign tasks for further research if needed.

Day 3 – Research and reading tasks ought to be winding down. Greater effort placed on honing position, and translating that position into an oral presentation form, as well as a written product.

Day 4 – Oral presentation provided to either Dr. Voth or TA. Feedback is provided, and incorporated into the presentation for Day 5. Continue drafting position paper. Ideally, you could also begin peer editing the position paper.

Day 5 – All day simulation of the pipeline negotiation. Take notes during other presentations. Be prepared to ask, and answer questions of the other presenters. Commissioners need to be prepared to run the day without the help of the instructor (though the instructor will be present).

### Essay Style and Formatting

Students must use APA (author date) citation style. Your position papers will be graded on a percentage scale mirroring the course's letter grade/percentage scale. Guidelines for what different quality position papers look like can be found below.

Format: All position papers must be:

- Type written (except where an exception has been granted by the instructor or a TA)
- Double Spaced
- Size 12 Times New Roman Font
- Left and Right Margins set at 1" or 2.54 cm
- Top and Bottom Margins set at 1.25" or 3.17 cm

### Scenario Narrative

A large pipeline company called Trekerger, is seeking a license to twin their existing pipeline, originally built in the early 1960s. The proposed route would take heavy crude from the area around Edmonton, to the Port of Vancouver, through the city of Kamloops.

Across the life of the existing pipeline, Trekerger has had 80 spills, totaling 40,000 barrels of oil. The current capacity of the pipeline is 300,000 barrels per day. Twinning the line would add an additional 600,000 barrels per day, bringing total movement through the lines to 900,000 barrels

per day.

Total cost of the line is \$7.5 billion. In the first 20 years, pipeline will generate \$50 billion new tax dollars, of which \$8 billion will be for British Columbia, and \$22 billion for Alberta with the remainder for Canada.

In 2016 Trenergy had \$13 billion in revenue, which, after tax, resulted in the company recording \$740 million in profits.

Group Options (and Breakout Workrooms, NOTE: Workrooms are **not** secure)

Commissioners (EDC 384)	Alexander First Nation (EDC 287)	City of Kamloops (ST125)
Trenergy (SS 008)	Musquem First Nation (EDC 289)	City of Vancouver (ST 027A)
BC Métis Federation (EDC 252)	Alexis Sioux Nation (SA 125)	NDP Gov. of Alberta (ST 055)
Métis Nation BC (SA 243)	Coldwater Indian Band (EDC 255)	NDP Gov. of BC (ST 027)
Squamish Nation (EDC 264)	Tsleil-Waututh Nation (SS 115)	
Ermineskin Cree Nation (EDC 276)	Unifor (ST 057)	
Gunn Lake Métis Local (EDC 280)	Sunchild First Nation (SS117)	
Treaty Alliance Against Tar Sands (SA 123)	City of Burnaby (SS 209)	

**Submission:** Position papers must be uploaded to D2L by **23:59 (11:59 PM)** on the day that they are due. Never hand in a copy of your paper to your TA, or to a mailbox or by email. Please upload your assignments to the appropriately named dropbox. D2L will give you a confirmation message and send a confirmation email once the file has been successfully uploaded. **PLEASE NOTE:** If you **do not** receive a message that the upload is successful, and **do not** receive an email confirming that it is successful, then the upload was likely **NOT** successful. Please try again. Not successfully uploading your assignment and missing the deadline **will result** in late penalties. Please hold onto your confirmation email until the end of term.

Individual Participation Assessment (10%)

In addition to the grade you will receive for your final position paper, the Group will also provide the instructor with a report on the functioning of the group.

Each day from 08:30-09:15, the group will touch base to evaluate the strengths and areas for improvement in individual and group functioning from the previous day. Students are asked to assess the workload distribution from the day before, hear reports stemming from the assigned tasks, and then provide helpful, generous feedback to their peers about the functioning of the group, and workload distribution. This process mirrors the group reflection activities deployed in problem based learning education models. To this end, groups may wish to track attendance for the afternoon sessions.

At the end of the week, the group will need to provide a single, **one page**, recommendation to the instructor about the disbursement of a zero-sum pool of points. Every individual member of the group will be allocated 80 points. The group must collectively tally up those points, and decide

how to distribute them. If some group members worked harder, or took on additional tasks, the group may wish to allocate those individuals more points. If there is an individual who did not carry their weight, the group may decide to allocate that individual fewer than 80 points. If the workload was even, the pool can be divided evenly.

**Please note:** the 80 points **does not** represent the percentage you will be awarded. Instead, a well-functioning group with even distribution of labour would be seen as *competent* from an evaluation perspective (see evaluation criteria on D2L). In cases where points are being distributed evenly, the group would have to make a case for why its functioning was *exceptional*. It is up to the group to make this case, and the instructor has a very high threshold for awarding grades in the *exceptional* range.

The decision making process must be group based. A single group report must be provided to the instructor via a D2L Dropbox.

These point allocations are only a recommendation. The instructor awards final grades. After receiving the group allocation, the instructor may request additional information from the group.

#### Group Presentations (20%)

On day 4 in the afternoon, each group will present oral arguments to either the instructor, or the TA in their assigned breakout workroom. These will be versions of the presentation each group will provide to the commission. This will be a chance for students to receive feedback on their positions, and to have a formal practice run of their presentations.

Presentations **cannot** be more than 10 minutes. Once the timer goes off, the presenters **must stop**.

#### How is the Oral Presentation Assessed?

**Please see Assessment guidelines on D2L.**

#### Individual Open Book Quiz (40%)

For the purposes of the University Calendar, this should be understood as a take-home quiz completed online. On January 14<sup>th</sup>, students will be able to access a D2L multiple choice quiz. Students will be able to take this quiz at any time until 11:00pm on January 21<sup>st</sup>.

The Quiz will consist of passages, and questions stemming from the required readings, lectures, films and in-class discussions. It will be *heavily* weighted to the readings. You will be tasked with selecting the best answer from five possible choices. It will not be enough to simply know a fixed definition of a term or concept. Rather, students will be asked how concepts relate to course readings, and to other course concepts. In this fashion, the choices will require more thought than a conventional multiple-choice test. To compensate for this, the test will not exceed 30 questions.

You must undertake this test on your own, however you may use notes, or lecture materials if

you wish. You must complete the assessment 50 minutes after starting the quiz on D2L. A timer will appear on the D2L screen for you to keep track of your time. Failure to sit the quiz on your own will be treated as possible plagiarism, and an investigation will be opened.

The questions for this assessment will be randomized, meaning that you will not receive the same questions, or the same order of questions as your peers.

**Please click on the “save” button regularly.**

If you do not have access to a computer, please speak to the instructor and an arrangement will be made to find you a workstation to take the quiz.

Once you complete the quiz, click on “Go To Submit Quiz” and follow the prompts.

The quiz **must be started** by 11:00PM on the last day the quiz is available. Failure to complete the test by that time will result in a zero.

### **Final Exam**

There is no final exam for this course.

### **BLOCK WEEK ATTENDANCE POLICY**

**Attendance at all of block week is mandatory.** Students will not be excused from attending block week for anything other than an emergency or extremely unusual situation. This situation must be supported by documentation. While the student may choose what documentation to provide (please see the University Calendar for additional details), the instructor also has discretion not to accept the documentation if it does not corroborate the issue facing the student. Because there are only five days of classes, students must attend the entirety of each day. In addition, with a large component of the class dedicated to synthesizing course material in groups, missing any time means that your group members will have to pick-up your slack. This will be reflected in your Individual Participation grade.

### **EXTENSIONS**

Extensions will not be granted without documentation in the 72 hour period leading up to an assignment’s deadline. Learning to manage one’s time is a key component of university life, and students are expected to plan out their week accordingly.

### **LATE PENALTIES**

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated equally. Late papers, those without an extension granted by the TA or instructor, will be docked 3 per cent per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A note of caution: computer failure is not grounds for an extension. Always back-up your work in order to avoid last-minute catastrophes.

### **WRITING**

Written assignments are often required in Political Science courses and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure,

clarity 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 (3<sup>rd</sup> floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

GRADE SCALE:

The following grading scale will be used:

A+ (90-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-89)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

INSTRUCTOR GUIDELINES:

Any modification to a student's progression through the course stemming from a medical ground must be taken to the Student Accessibility Services (SAS). Simple matters like single extensions, or single excused absences can be handled by the instructor or TA in accordance with the instructions above. **Any** requests for accommodation of any sort must be received with documentation no later than **two** business days from the incident, deadline, or quiz/exam date. Accommodation requests received after this point will not be considered by the instructor.

Students requiring assistance are encouraged to speak to the instructor during class or during office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments.

The instructor takes a particularly dim view of plagiarism. Please familiarize yourself with the plagiarism guidelines below and in the University Calendar. In addition, every permitted detection method will be used to guard against cheating.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

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. Browsing the web or watching videos during lecture is extremely disruptive to others around you and will not be tolerated.

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child's needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.

If a student feels that their work has been unfairly graded, the student must submit written argumentation to the instructor about precisely where/how the awarded grade and feedback is out of alignment with the evaluation criteria on D2L. Students must also argue why their assignment *is* consistent with the assignment instructions outlined in the syllabus, (and discussed in class), as well as the resources on D2L. All normal timelines set out in the University Calendar continue to apply. Students' grades are arrived at through thoughtful consideration of the submitted work, and after providing in-text and general feedback. A generous and reciprocal educational environment calls for students to challenge grades by offering equally thoughtful argumentation on why the grade and feedback may be out of alignment with the evaluation criteria.

### **IMPORTANT POLICIES AND INFORMATION**

#### Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

#### **Absence From a Mid-term Examination:**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

### Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

### Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

**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: [ask@gsa.ucalgary.ca](mailto:ask@gsa.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:**

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>