

### **POLI 371 L01 - Government & Politics of Africa**

<b>Pre/Co-Requisites:</b> None	
<b>Instructor:</b> Chris W. J. Roberts	<b>Lecture Location:</b> Taylor Institute Forum (TI-160)
<b>Phone:</b> (403) 870-9241	<b>Lecture Days/Time:</b> M-W-F 1100-1150
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<b>Office:</b> SS 702	<b>Office Hours:</b> Tue Noon-1300 / Wed 1500-1600
<b>Instructor Email Policy:</b> Always put Poli 371 in the subject line or your email will not be answered. If you have not received a reply within 24 hours, please resend.	

#### **COURSE DESCRIPTION**

This course is designed as an intensive introduction to the domestic and international politics of Africa's diverse post-colonial states and political institutions, with a particular focus on Sub-Saharan Africa (given that courses on the politics of the Middle East include North Africa). Africa's expansiveness and its complexities are often reduced to sweeping generalizations which stand in the way of deeper understanding and explanation of political processes, economic (under)development, and political contestation. The first takeaway from this introductory course is that Africa is not a country, it is a continent of over 50 diverse countries. Over 25% of United Nations member states are African. But why 55 (or so), and not one "United States of Africa" as promoted by, among others, Ghana's first President Kwame Nkrumah, or 500 plus that might better reflect the diversity of the continent?

The so-called "marginalized continent" has suffered extensive extracontinental intervention for five hundred years, but this illustrates how central it has been to world history. Most of the continent has been politically independent as sovereign states for barely sixty or seventy years. Thus, pre-colonial, colonial, post-colonial, and international influences and interventions must all be considered in any explanation of the evolution or trajectory of the politics of African states, their governments, as well as the African regional state system. Awareness of African agency, even within the context of power asymmetries and structural impediments, is a central theme of this course. The paradox of the strong *de jure* African state (that is, international legal recognition of sovereign states and their borders) and often weak *de facto* African states (that is, governance and authority structures which do not adequately deliver public goods such as development or security) will be another core theme of the course, as this paradox is implicated in authoritarianism, inter- and intra-state conflict, and economic under-performance. How and why post-colonial African states evolved as they did remains contested scholarly terrain, a terrain we will traverse through multiple themes, perspectives, and theoretical approaches.

#### **COURSE OBJECTIVES & LEARNING OUTCOMES**

##### ***Course Objectives:***

- To introduce students to the historical, geographical, theoretical, conceptual, and institutional foundations of contemporary post-colonial African politics and government

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- To cultivate comprehensive knowledge about the complexities of contemporary African political economy in the context of globalization and impulses towards continental and regional integration
- To develop research, analytical, and critical thinking skills geared towards a reflective study of African politics

**Learning Outcomes:** Students will develop the knowledge and/or skills to ...

- differentiate and identify Africa’s major geographic features, political units (i.e., states), and their basic colonial and post-colonial history
- differentiate and identify the regional organizations and international actors (empires, countries, organizations) that historically or currently influence African politics and political economy
- develop an appreciation for the human and societal complexities underpinning Africa’s post-colonial political evolution, from language and ethnicity to religion and gender
- identify and recognize contributions of significant African leaders (and intellectuals, movements, artists, etc.) as well as noteworthy Africanist scholars from outside the continent.
- develop appropriate research skills to find and assess primary information and secondary analysis relevant to African politics
- identify, understand, distinguish, apply, and critique different key concepts, theoretical perspectives, and dominant narratives that attempt to explain and analyze various aspects of African politics, economics, and conflict
- develop a considerable level of expertise about one country to enable cross-class comparisons around key themes and concepts through discussions, online participation, and written work

**REQUIRED TEXTBOOK(S)**

Pierre Englebert & Kevin C. Dunn, *Inside African Politics*, 2nd Edition (Boulder, CO: Lynne Rienner Publishers, 2019). Hard copy is available from the UCalgary Bookstore. E-book version is available directly from the publisher’s website:

[https://www.rienner.com/title/Inside\\_African\\_Politics\\_2nd\\_edition](https://www.rienner.com/title/Inside_African_Politics_2nd_edition). Note that this is the second edition, released in 2019.

**COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
TopHat Quizzes & Surveys	10%	Regularly throughout the course, (1) as homework between classes related to readings, and (2) as questions or surveys during class. Note: once TopHat questions are closed, they cannot be reopened.
Two Mid-Term Exams	15% + 15%	1) Monday, Sept. 26 <sup>th</sup> 2) Wednesday, Oct. 26 <sup>th</sup>
Country Case Study Paper	30%	Each student will get one randomly assigned African country case study. Besides in-class and TopHat survey responses, a formal country case study paper (with specific parameters provided) will be due Monday, Nov. 21 <sup>st</sup> on D2L Dropbox (11:59pm)
Registrar Scheduled Final Exam (2 hour exam)	30%	Scheduled by Registrar during the exam period between Dec 10-21.
<b>Total</b>	<b>100%</b>	

If a student misses a required course component, please get in touch the instructor as soon as possible.

**COURSE SCHEDULE & TOPICS**

DATE	TOPIC	READINGS
<p><b>Week 1</b>  <b>Sept 6-9</b>                      (First class is Wed, Sept. 7<sup>th</sup>)</p>	<p><b>Course Introduction</b>                      Syllabus &amp; Assignments                      D2L &amp; TopHat usage                      Class knowledge inventory  <b>Themes:</b>                      1) Africa is not a country.                      2) African continent is larger than you think.                      3) Why Study Africa?</p>	<p>1) E&amp;D, Chapter 1, “Why African Politics Matter”                      2) Wainiana, “How to Write About Africa,” Granta.com (2005)</p> <p>You should start using the Africa Map learning tool at <a href="http://lizardpoint.com/geography/africa-quiz.php">http://lizardpoint.com/geography/africa-quiz.php</a> to learn the basic political geography of the continent.</p>
<p><b>Week 2</b>  <b>Sept 12-16</b></p>	<p><b>Theme: Pre-colonial &amp; Colonial Legacies</b>                      How have pre-colonial societal/political organizations followed by extracontinental interventions shaped the contemporary socio-political-economic landscape?</p>	<p>1) E&amp;D, Chapter 2 “The Evolution of African States”                      2) Cheeseman and Fisher, “How colonial rule predisposed Africa to fragile authoritarianism,” The Conversation (31 October 2019).</p> <p><b>Country case study countries will be randomly assigned on Friday, Sept. 16th</b></p>
<p><b>Week 3</b>  <b>Sept 19-23</b></p>	<p><b>Theme: Independence &amp; African Political Thought</b>                      What were the driving ideologies and philosophies of nationalist and post-independence leaders?                      What were the different approaches they took towards political systems and development?</p>	<p>1) Hendrickson &amp; Zaki, “Modern African Ideologies,” in <i>The Oxford Handbook of Political Ideologies</i> (2013).                      2) Asiedu, “Africa has forgotten the women leaders of its independence struggle,” QuartzAfrica (16 March 2019)</p> <p>SELF-DIRECTED RESEARCH: How and when did your country become independent? What kinds of ideas and ideologies have dominated or competed in your case study since then?</p>
<p><b>Week 4</b>  <b>Sept 26-30</b></p>	<p><b>Monday, Sept 26<sup>th</sup></b>  <b>Mid-term 1</b></p> <p><b>Wed: Political (im)mobilization &amp; identity</b></p> <ul style="list-style-type: none"> <li>Does ethnic diversity explain Africa’s politics and economic performance?</li> <li>When and why are different identities salient for politics?</li> </ul> <p><b>Friday: National Day of Truth and Reconciliation (no class)</b></p>	<p><i>*Map, History, Ideology Foundations*</i></p> <p>1) Appiah, “Race in the Modern World,” <i>Foreign Affairs</i> (2015)                      2) E&amp;D, Chapter 3 “People, Identity, Politics”</p> <p>SELF-DIRECTED RESEARCH: How diverse is your country? How has that diversity been accommodated, exacerbated, or ignored by political and economic institutions since independence?</p>

<p><b>Week 5</b> Oct 3-7</p>	<p><b>Mon-Wed: <i>Identity (con't)</i></b></p> <p><b>Fri: <i>The State of the Post-Colonial State</i></b></p>	<p>2) E&amp;D, Chap 3 "People, Identity, Politics" (con't)</p> <p>1) E&amp;D, Chapter 4 "The Practice of Power"</p>
<p><b>Week 6</b> Oct 11-14</p>	<p><b>Thanksgiving Holiday Monday (no class)</b></p> <p><b>Wed-Fri: <i>The State of the Post-Colonial State (con't)</i></b></p>	<p>SELF-DIRECTED RESEARCH: What does politics look like in your case study country today? What is more important to understand: the formal political institutions or the informal ones?</p> <p>1) Siegle and Cook, "Circumvention of Term Limits Weakens Governance in Africa," Africa Center for Strategic Studies (updated May 2021).</p> <p>2) Suleiman and Onapajo, "Why West Africa has had so many coups and how to prevent more," The Conversation (Feb 2022).</p>
<p><b>Week 7</b> Oct 17-21</p>	<p><b>Theme: <i>Regime Types, Trends, &amp; Governance</i></b></p> <ul style="list-style-type: none"> <li>• Democratization vs Authoritarianism</li> <li>• Chiefs &amp; Traditional Authority</li> <li>• Delivering public goods: Incl. review of leading pol-econ-gov indicators, including Ibrahim Index of African Governance: <a href="http://mo.ibrahim.foundation/iiag">http://mo.ibrahim.foundation/iiag</a></li> </ul>	<p>1) E&amp;D, Chapter 5 "Regime Types Across the Spectrum"</p> <p>2) Baldwin, "Chiefs, Democracy, and Development in Contemporary Africa," <i>Current History</i> (May 2020).</p> <p>SELF-DIRECTED RESEARCH: Is your case study country a democracy, an autocracy, something else, and trending which way? How do you evaluate? And does your government deliver the goods?</p>
<p><b>Week 8</b> Oct 24-28</p>	<p><b>Mon: Finish <i>Regime Types/Gov</i></b></p> <p><b>Wed: Mid-term 2</b></p> <p><b>Theme: <i>Intro to the Political Economy of African Development</i></b></p>	<p>1) E&amp;D, Chapter 6 "The Economic Dimensions of African Politics"</p>
<p><b>Week 9</b> Oct 31 – Nov 4</p>	<p><b><i>Intro to the Political Economy of African Development (con't)</i></b></p>	<p>2) Garvelink, "Land Tenure, Property Rights, and Rural Economic Development in Africa," CSIS.org (2012)</p> <p>We'll investigate selected data sources incl. economic stats from World Bank, UNECA, etc., relevant for your case study</p>
<p><b>Week 10</b> <b>READING BREAK</b></p>	<p><b>No classes</b></p>	

<b>Week 11</b> <b>Nov 14-18</b>	<b>Theme: <i>International Relations &amp; Internal Insecurity</i></b> What accounts for variation in the type and intensity of political violence across the continent, and why is violence increasing since 2011-12 after a decade of decreasing levels of violence?	1) E&D, Chapter 7 “War, Conflict, and Security” 2) Herbst, “War and the State in Africa,” <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139. 3) PSC Report, “African conflicts to watch in 2022,” ISS/PSC Report (21 December 2021).  Data source: ACLED / <a href="https://acleddata.com">https://acleddata.com</a>
<b>Week 12</b> <b>Nov 21-25</b>  (Canada’s 1 <sup>st</sup> game at World Cup Nov 23!)	<b>Monday, Nov. 21<sup>st</sup>: Country Case Study Paper Due on D2L Dropbox</b>  <b>Wed-Fri: Theme: <i>International Relations &amp; Regional Integration</i></b>	1) E&D, Chapter 8, “The International Relations of African States” 2) PSC Report, “Untangling Africa’s mixed bag of regional organisations,” ISS/PSC Report (5 August 2022).
<b>Week 13</b> <b>Nov 28- Dec 2</b>	<b>Theme: <i>African Politics &amp; International Relations in the 2020s: Covid19, Geopolitics, China, &amp; Canada</i></b>	Grauvogel and von Soest, “Ten Things to Watch in Africa in 2022,” GIGA (Jan 2022).  We’ll do some in-class research related to country/continental interactions with USA, China, Canada, and other countries.
<b>Week 14</b> <b>Dec 5-7</b>	<b>Course Review/Final Exam Prep</b>	
<b>Exam Period</b> <b>Dec 10-21</b>	<b>Registrar Scheduled Final Exam (2 hours)</b>	<b>Date, Time, Location TBA</b>

Please note that the above schedule is tentative and may change as the need arises.

### **TOPHAT QUIZZES & SURVEYS (10%)**

TopHat is an online response application available for free for all University of Calgary students. Using a lap-top, tablet, or smart phone, students answer questions in real-time in class or as homework outside of class. Some questions generate participation points only (e.g., surveys), while other questions also generate points for correct answers. Some questions will be available between classes as homework, related to recently completed or upcoming assigned reading/topics. Other questions or surveys will be done during class. If by the end of the term your TopHat average is 92% or greater, you will receive 10/10 weighted points. This takes into account technical glitches and the occasional missed question. Once TopHat questions are closed after a deadline or put into “review” mode, they cannot be reopened.

### **TWO MID-TERM EXAMS (15% each; total 30%)**

Two 50-minute, closed book mid-term exams will be taken in class on Monday, September 26<sup>th</sup> and Wednesday, October 26<sup>th</sup>. These will comprise a mix of map labelling, multiple choice, true-false, and matching or identification questions.

### **COUNTRY CASE STUDY PAPER (30%)**

On Friday, Sept. 16<sup>th</sup>, students will be assigned a random African country case study about which they will be expected to become the class expert. During the term, students will answer TopHat survey

questions about their country and provide examples during class discussions. Following specific parameters provided in class and on D2L, papers will be due Monday, Nov. 21<sup>st</sup> on D2L Dropbox (11:59pm). There will be a 5% (or 1.5 point) per each 24 hour late penalty, including weekends.

**Rubric:**

**Research:** 9 – Good mix of primary and secondary sources, properly cited  
**Execution:** 6 – Covers style, spelling, grammar, punctuation, & attn to detail (proofread!)  
**Structure:** 3 – Title page/map; great title; template followed  
**Thinking:** 12 – Have you illustrated deep knowledge of your country plus relevant concepts?  
**30% of final grade**

**FINAL EXAMINATION (30%)**

Final Exam	Yes
Length	2 hours
Format	Registrar scheduled between Dec 10-21
Type	Multiple-choice, T/F, matching, and short answer/written questions
Aids	Closed book

**Note:** To be eligible to pass the course, students need to take one mid-term, submit the country case study paper, and take the final exam.

**WRITING STATEMENT**

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, 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>.

**GRADING SCALE:** The following grading scale will be used:

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

**LATE PENALTIES**

There will be a 5% (or 1.5 point) per each 24 hour late penalty, including weekends, for the country case study paper.

**INSTRUCTOR GUIDELINES**

Poli 371 is a heavy reading and research course. Students are advised that they will be examined on all lectures as well as on all required reading from the textbook and the additional required reading that the instructor has assigned for the course. Because lectures do not repeat the required readings verbatim and because students will be examined on whatever is discussed in class, students are advised that regular attendance in class is highly recommended.

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Students requiring assistance are encouraged to speak to the instructor during class or their office hours. 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 of these hours. **Given the volume of emails received, always put POLI 371 in the subject line or your email will not be answered.** If you do not receive a response within 24 hours, please resend. It is imperative that students regularly check their UCalgary email accounts and D2L for course related information and announcements.

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/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated. Recording of lectures is permitted for accommodation purposes. Any other use of recording constitutes Academic Misconduct and may result in suspension or expulsion. Both the student and the instructor must sign the appropriate form(s) to facilitate recording lectures.

### **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](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>.

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**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.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

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/accommodation-students-disabilities-procedure>

**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.

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### **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/>.