

Political Science 451 L01 Public Administration
Winter 2022

Instructor:	Dr. Ian Brodie	Course Location:	Earth Science 054
Phone:	403-220-3030	Course Day/Time:	T 5:00 – 7:45 pm (Mountain Time)
Email:	ian.brodie@ucalgary.ca	Tutorial/Seminar:	n.a.
Office:	Social Sciences 708	Delivery Method:	In-person
Office Hours:	T 3:00 – 4:00 pm or by appointment. In person or by Zoom	Prerequisites:	POLI 321 or POLI 357
		D2L site:	d2l.ucalgary.ca
		TA Info:	None assigned

Course Description

Theories of public administration and their practical application in Canada and selected countries.

This year, POLI 451 focuses on the roots of public administration in the progressive movement.

Course Objectives and Learning Outcomes

Relying on a **heavy** load of reading, writing, and class discussions, students become familiar with key concepts in the history of public administration and the current practice of the field in Canada and do so at the intermediate level.

The course has five parts:

- Part 1: Weber’s definition of “bureaucracy” and Merton’s extension of the concept.
- Part 2: The origins of North American public administration as the progressive movement’s challenge to the US founding, and the challenge then posed to public administration by Hayek’s “knowledge problem”.
- Part 3: An overview of issues in contemporary Canadian public administration.
- Part 4: A closer look at how Ibram X. Kendi wants to use public administration to campaign for “anti-racism”.
- Part 5: Practical training on writing a briefing note.

The table below lists the learning outcomes for this course and the assessments that will evaluate your achievement of each one.

By the end of the semester, students will be able to:	Students will demonstrate this skill by:
Explain Weber’s concept of “bureaucracy” by comparing it to Merton’s	Completing the first short written assignment
Explain the importance of “public administration” to the progressive movement	Completing the second short written assignment
Relate the origin of public administration to current issues in Canadian public administration	Completing the take-home final examination
Create a briefing note based on a realistic scenario in Canadian public administration that could be used as part of a job search	Submitting the Draft Briefing Note, incorporating feedback in preparing Final Briefing Note, and sharing your work with the class.

Course Format

POLI 451 runs on a weekly cycle. You will have some control over the pace of work in this course.

- The weekly cycle starts in your hands. Working on your own, you complete the week’s assigned readings.
- Then, we meet as a class on Tuesday evening. Each meeting begins with a review of that week’s readings. Then, a lecture expands on the readings, and a structured class discussion follows. You might want to have a snack or light meal during the discussion.

Assignments are due throughout the semester.

Many of the activities in POLI 451 require you to be an **active participant** in the learning process. Research shows that participation improves learning and retention of material.

This section of POLI 451 does **not** include a midterm examination.

Required Textbooks

- Dunn, Christopher. *The Handbook of Canadian Public Administration*. 3rd ed. Don Mills, ON: Oxford University Press, 2018.

The textbook is available at the university bookstore and online. N.B.: Older editions are available in the second-hand market but are not useful for this course.

Other required readings are available on D2L or through the University of Calgary Library's digital collection.

Technology Requirements

The course website is on D2L at <https://d2l.ucalgary.ca>. Please check D2L often. Alternatively, you might find the D2L "Pulse" app is handy. It is available in the app store for your device. Pulse sends you alerts about new material when it is posted and sends reminders about important dates in the course.

- Important announcements about the course, including any changes to the draft schedule set out here, can be found on the main page under NEWS.
- This syllabus and instructions about the assignments can be found under CONTENT BROWSER > BASIC COURSE INFORMATION.
- Lecture slides and other resources can be found under CONTENT > LECTURES
- The drop boxes for submitting assignments can be found under ASSESSMENTS > DROPBOX.
- Track your grades under GRADES.

More information about D2L is available at elearn.ucalgary.ca/resources-for-students/. The University's guidelines for the responsible use of D2L are excerpted below under Important Policies and Information.

Course Expectations

POLI 451 enrolls approximately 50 students. A few simple guidelines will help to keep the confusion and noise to a minimum while providing a good learning environment for all students. I have included a set of expectations for **both** the students and for myself. These expectations boil down to one simple rule: Let us be respectful of one another. By creating and maintaining a civil classroom atmosphere – in which members of the class treat each other with mutual respect – we establish a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust.

Expectations of Students

- **To be punctual, prepared, and attentive during class**
 - Class starts at 5:00 p.m. Please be in your seat and ready for class by this time. If you absolutely cannot avoid being late, please enter the room as quietly as possible and minimize the disruption for your fellow students. If necessary, sit in the first available seat and try to find your friends at the break.
- **To stay in class (and not begin packing bags) until dismissed**

- Please refrain from packing up as I begin to wind down. Oftentimes, I have an important announcement about readings, assignment deadlines, and so on. Packing up or shuffling up and down the aisles causes a great deal of distraction and may result in you or your fellow students missing these important announcements.
- **To make every effort not to be a distraction to students around you**
 - In some cases, students are not aware of how distracting certain activities are. Obvious examples include talking on a cell phone, or with a neighbor. Less obvious examples include texting or checking social media on one's laptop. These are incredibly distracting behaviors for everyone behind or near you. Please refrain from doing so until the break. Also, I would request that cell phones be stored away during class meetings unless we are using them to answer Top Hat surveys and during the breaks.
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- **To be willing to participate positively and constructively during class**
 - As outlined above, active participation is a critical part of this course. Acting bored or dismissive is disrespectful to both the instructor and to your fellow students.
- **To treat all other students in the class, as well as the instructor, with respect**
 - We are lucky to have a diverse population of students at the U of C. Students come from different backgrounds and bring different viewpoints with them. Understanding these viewpoints is a valuable way to learn. We should treat students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, tones of voice, or facial expressions. I invite you to share your views and perspectives and to respect others who share their views and perspectives.
- **To read the syllabus and the other materials distributed on D2L**
 - Along the way, students will have problems that need to be sorted out. Taking up time with questions that are answered in the course materials takes time away from other problems.
 - Email is a common form of communication, but it is not always the best way to answer student questions. **Make sure to put "POLI 451" and your UCID number in the subject line of all course-related emails!**
- **To devote sufficient time to POLI 451**
 - You should expect to spend two hours reading the assigned materials. All materials are required readings.
 - Again, you control when you complete the readings. [You pick the date of your Debate Presentation and the workloads for your Peer Feedback, the Debate Source

Analysis, the draft and final Debate Paper, and the teamwork for the Debate Presentation all follow from that choice. Pick carefully.]

- **To engage when you have problems**
 - When you have trouble understanding the course materials – the readings or the lectures – come to my office hours in SS708 or ask a question during class. Office hours are run on a first-come, first-served basis so no advance appointment is needed. I also hang around the classroom for about 10 minutes before class and after class. I am happy to answer questions then. It is harder to answer questions about the course materials by email.
 - If you have exceptional circumstances that might adversely affect your course performance, please let me know as soon as possible.
 - If something unexpected happens in your life, let me know right away. Life happens, and students have many responsibilities outside of class. Bad accidents, family crisis, natural disaster, varsity sports national finals – it is all manageable, but I cannot help if I do not know about it.

Expectations of the Instructor

- **To be punctual, prepared, and enthusiastic during class to facilitate student learning**
 - I will always come to class prepared and happy to be teaching you.
- **To treat all students with dignity, respect, and fairness to provide a class structure that encourages learning**
 - A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, I always treat my students with dignity, respect, and fairness. I do not play favorites, and I *never* belittle my students. I know that it is a bit daunting to raise your hand and share your individual experiences in class. As such, I hold *all* my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions.
- **To grade objectively, consistently, and to return grades in a timely manner**
 - To keep marking from being subjective, all written materials are marked using a rubric (grading scheme) which is applied fairly and consistently to all students. The grading time may vary with time of year and the type of assignment. However, you will always have your assignment grades returned in as timely a manner as possible.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
 - I always want my students to succeed. I do not provide “easy bonus marks” but I will readily try to help any student with *any* aspect of the course that they are struggling to understand.

Asking Questions During Class

- **Asking questions during lecture is a part of learning.** I encourage you to ask a question whenever you require clarification on an issue or have an observation to make yourself.
- **Routine questions** such as “Where is the exam?” or “What chapters are covered for the midterm?” may already be addressed in this syllabus, on the course D2L site or in the Draft Course Schedule.

What if I Disagree?

- **This is political science. Everyone disagrees with things that are said during class.** I encourage you to put up your hand and challenge things that you do not agree with. Be respectful and put your case clearly to your fellow students. Listen carefully to what others have to say, since they might have a better point. Form your own view, while always being aware that others have the right to their views. It is not political science if everyone agrees.
- **Read “Advice for Students in a Time of Strife.”** Although this is an American document intended for American students, the core advice applies to Canadians as well. As the authors note:

When you deviate from socially prescribed opinion, it is likely that some highly ideologically motivated people who are outraged by your refusal to conform will try to discredit you by the simple expedient of calling you nasty names. The labels have changed repeatedly since the days of [Cotton Mather](#), but the intolerance motivating the labeling has altered little from what it was in Salem at the time of the witch trials. Keep your dignity; stand your ground; do not let a postmodern puritan bully you by threatening to paste a bar code onto your forehead...

Thinking is not something that can be outsourced. You have to do it for yourself. Do not let your professors tell you what to think. Do not let popular opinion on campus dictate your convictions. When you encounter groupthink on campus, probe, and question. What is to be said on the other side? Are there thinkers and writers who doubt or deny the “consensus”? If so, read and carefully consider what they have to say. Make up your own mind.

The full text of **Advice** is available on the D2L site for the course.

Activities and Assessments

Activity/Component	Weighting	Due Date
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Weber/Merton Assignment	10%	January 24, 11:59 pm MT
Public Administration and the Progressives Assignment	15%	February 16, 11:59 pm MT
Draft Briefing Note	10%	March 1, 11:59 pm MT
Final Briefing Note	30%	March 29, 11:59 pm MT
Peer Feedback on Final Briefing Note	5%	April 5 <u>in class</u>
Final Examination – take home	30%	Available on D2L April 12, due on D2L April 14 at 11:59 pm MT

Assignments

Weber / Merton Assignment:

Understanding Weber’s concept of “bureaucracy” is crucial to understanding the rest of public administration. In one page, double spaced, explain what Weber means by “bureaucracy” and compare it to Merton’s concept of “bureaucracy”. Submit your answer in PDF format through the D2L drop box by January 24 at 11:59 pm MT. Further details, including the Rubric, will be distributed on D2L. Your answer will be graded in part on the quality of the writing.

Public Administration and the Progressives Assignment:

Public administration emerged from a political movement called the “Progressives” in the late 19th and early 20th centuries. In one page, double spaced, explain what Wilson and Goodnow meant by “public administration” and connect their ideas to Croly’s vision of politics. Submit your answer in PDF format through the D2L drop box by February 16 at 11:59 pm MT. Further details, including the Rubric, will be distributed on D2L. Your answer will be graded in part on the quality of the writing.

Draft and Final Briefing Note:

You will prepare a Briefing Note for a Member of Parliament. Your Briefing Note may be up to three (3) pages, single-spaced. A Draft Briefing Note is due on March 9 at 11:59 pm MT. Please upload your Draft in PDF format through the D2L drop box. The instructor will return your Draft with comments. Use those comments to revise and polish your draft into

a Final Briefing Note. That version is due April 4 at 11:59 pm MT. Again, please upload your Final Briefing Note in PDF format through the D2L drop box.

Further details about the Draft and Final Briefing Notes, including the Rubric, will be distributed on D2L. Both versions will be graded in part on the quality of the writing.

Peer Feedback:

Bring five (5) print copies of your briefing note to our class on April 5. You will present your briefing note to other students in the class and you, in turn, will listen to others present their briefing notes. You will provide Peer Feedback to others and receive Peer Feedback from them. Your Peer Feedback will be graded based on how much help it provides to your Peer.

Participation

Other than the Peer Feedback, there is no other participation grade in this course.

Mid-Term Examination

There is no Mid-Term Examination in this course.

Final Examination

The take home Final Examination will be available on D2L on April 12. It will pose several questions that are to be answered in essay form. Answers will be due back in PDF format through the D2L drop box at 11:59 pm MT on April 19.

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 considered 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>.

Late Penalties:

Other than the Final Examination, other assignments will be docked 5% per day late. After seven days, these assignments will receive a zero grade. Late Final Examinations will not be accepted.

Grading Scale

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%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

How to get an A in this course:

- To get A, start by taking your time to complete the Weber/Merton and Public Administration and Progressives Assignments. Complete the assigned readings carefully, take good notes, and reflect on the debate expressed in the readings. Your answers have to be short, but that means they have to be cogent. *Select every word carefully*. Do not be fooled by the maximum length of the submission – these papers are short, but that makes them harder and will require more work than a longer paper. Plan to spend about ten hours on each assignment.
- Get an early start on your Draft Briefing Note. Think carefully about the “issue” that you want to focus on.
- Rewrite your Draft into your final Briefing note at least **three times** and then ask someone to proofread it before you make final revisions. Use the instructor feedback wisely. Write clearly and concisely. Make sure every word in the Briefing Note is essential. Part of the challenge here is to pack a great deal of useful information into a concise note. Do not assume a 200-level or high school level of writing will suffice in a 300-level course.
- Then, think about how the Canadian material we cover in the second half of the semester relates to what you learned about the origins of public administration in Wilson and Goodnow. Focus on those connections in preparing for the Final Examination.
- Getting an A takes time. Set aside enough time to master the material.

How to get a D in this course:

- The easiest way to get a D is to avoid devoting time to your studies. Rush the readings.
- Judge the difficulty of the assignments by the number of pages you have to submit.
- Approach the Briefing Note like you approached your high school assignments and assume you will get a similar grade. Fill the Briefing Note with loose sentences and unfocused paragraphs.
- Do not read any of the instructions.

Draft Course Schedule and Topics

This schedule is subject to change. Changes will be announced on D2L under “News”.

Week	Date	Topic	Readings
1	Jan 11	Introduction and Expectations	
2	Jan 18	Bureaucracy	Weber, Max. “Writings on Bureaucracy.” See D2L. Merton, R. K. "Bureaucratic Structure and Personality." <i>Social Forces</i> 18, no. 4 (1940): 560-68.
	Jan 20	Last day to drop a class without financial penalty	
	Jan 21	Last day to add or swap a course	
	Jan 24		Weber / Merton Assignment due, 11:59 pm MT
3	Jan 25	Briefing Notes	TBA
4	Feb 1	The Origins of Public Administration	Wilson, Woodrow. “The Study of Administration.” <i>Political Science Quarterly</i> 2, no. 2 (1887): 197–222. Goodnow, Frank. <i>Politics and Administration: A Study in Government</i> . London: MacMillan, 1900, 17-25.
5	Feb 8	The Progressive Roots of Public Administration	Croly, Herbert. <i>Progressive Democracy</i> . New York: MacMillan, 1914, chapters 12, 13.
6	Feb 15	The Problem of Information	Hayek, F.A. “The Use of Knowledge in Society.” <i>American Economic Review</i> 35, no. 4 (September 1945): 519–30.
	Feb 16		Public Administration and the Progressives Assignment due, 11:59 pm MT
Term Break - Feb 20 - 26			
7	Mar 1	Canada’s Public Service Today: Non-Partisanship	Dunn, Chapters 5, 20

		NB: Draft Briefing Note due, 11:59 pm MT	
8	Mar 8	Canada's Public Service Today: Structure	Dunn, Chapters 1, 6, 11 and 12
9	Mar 15	The Senior Staff	Dunn, Chapters 10, 23
10	Mar 22	Budgets	Dunn, Chapter 18
11	Mar 29	Communications and Technology NB: Final Briefing Note due, 11: 59 pm MT	Dunn, Chapters 25, 22
12	Apr 5	Briefing Note Presentations	Bring 5 print copies of your Final Briefing Note to class
13	Apr 12	Kendi and the Department of Anti-Racism Take home Final Examination available – due April 14	Kendi, I. X. (2019). IDEA: Pass an anti-racist Constitutional Amendment. <i>POLITICO</i> . https://www.politico.com/interactives/2019/how-to-fix-politics-in-america/inequality/pass-an-anti-racist-constitutional-amendment/ . TBD
	Apr 12	Last day to withdraw from a course	
	April 14	Take home Final Examination due at 11:59 pm MT	

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>.

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). 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).

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/m-1.html>

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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

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.

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/.

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>.

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.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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)

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 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. You can also visit 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 Tower, MT 116..

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/>.

Readability

This course outline is written at a Flesch-Kincaid Grade Level of 9.5.