

Political Science 451 L1		Public Administration		Winter 2023	
Instructor:	Dr. Ian Brodie	Course Location:	Mathison Hall 445		
Phone:	403-220-3030	Course Day/Time:	Th 5:00 – 7:45 pm (Mountain Time)		
Email:	ian.brodie@ucalgary.ca	Tutorial/Seminar:	n.a.		
Office:	<u>Social Sciences 708</u>	Delivery Method:	In-person		
Office Hours:	Th 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.

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 at the intermediate level. Students will also learn how to prepare a briefing note, a practical career skill valuable to employers in many sectors. The learning outcomes for POILI 451 are connected to the course assessments.

Students will be able to:	They will demonstrate this skill by:
Explain Weber's concept of "bureaucracy" by comparing it to Merton's	Completing Weber/Merton Assignment
Explain how "public administration" emerges from the progressive movement	Completing the Final Examination
Relate public administration to the management of Covid-19 and Kendi's proposal for a Department of Anti-Racism	Completing the Final Examination
Create a briefing note based on a realistic scenario in public administration	Completing the Briefing Note assignment

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. You complete the week's assigned readings on your schedule.
- Then, we meet as a class on Thursday 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.

Required Readings

Most required readings are available on D2L or through the University of Calgary Library's digital collection. One book is available at the University of Calgary Bookstore:

- Crowley, Brian Lee. *Gardeners vs. Designers: Understanding the Great Fault Line in Canadian Politics*. Toronto: Sutherland House, 2020.

Course Expectations

POLI 451 enrolls about 50 students. A few 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, we establish a classroom where we focus 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. If you cannot avoid being late, please enter the room as quietly as possible and minimize the disruption for other students. 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. Packing up causes distraction and may result in you or your fellow students missing 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. Cell phones should be stored away during class.

- **To keep up with class news on D2L**
 - Check D2L often. The D2L “Pulse” app also sends alerts about new material when it is posted and 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.

- **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. Understanding the viewpoints of others is a valuable way to learn. Treat students who are willing to share their thoughts and views with our full respect and attention. I invite you to share your thoughts and views.

- **To read the course outline 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. Basic questions can usually be answered by referring to this course outline, the D2L site or the Draft Course Schedule.

- **To devote sufficient time to POLI 451**
 - You should expect to spend two hours reading the assigned materials each week. All materials are required readings.

- **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 run on a first-come, first-served basis. 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.

- **Emailing the instructor**
 - Email is a common form of communication, but it is not always the best way to answer student questions. If you can, try to see the instructor during office hours or make an appointment to meet at another time during the week.
 - If you have an issue that cannot wait for office hours, email the instructor. Put “POLI 451” and your UCID number in the subject line of all course-related emails.
 - The proper salutation for an email to the instructor is “Dear Prof. Brodie” or “Dear Dr. Brodie”

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, views, or questions. Therefore, I always treat my students with dignity, respect, and fairness. I know that it is daunting to raise your hand and share your thoughts in class. 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**
 - 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 lectures 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.

What if I Disagree?

- **This is political science. *Everyone* disagrees with things that are said during class.**

- If you do not disagree with things that are said in class, you are shortchanging your higher education. Think for yourself.
 - I encourage you to put up your hand and challenge things that you do not agree with. Be respectful and put your case clearly. 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 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.

Assessments

Assessment	Weighting	Due Date
Weber/Merton Assignment	15%	January 27, 11:59 pm MT
Draft Briefing Note	20%	March 3, 11:59 pm MT
Peer Feedback	5%	In class on March 9
Final Briefing Note	30%	March 30, 11:59 pm MT
Final Examination	30%	Available on D2L April 13, due on D2L April 17 at 11:59 pm MT
Total	100%	

Weber / Merton Assignment

Understanding Weber's concept of "bureaucracy" is crucial to understanding the rest of public administration. In two pages of double-spaced text, 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 27 at 11:59 pm MT. Your answer will be graded in part on the quality of the writing. The rubric for this assignment is available on D2L.

Draft Briefing Note, Final Briefing Note and Peer Feedback

The major written assignment in POLI 451 is the Briefing Note, which you will prepare in stages. Further details about the Briefing Notes, including the Rubric and the Peer Feedback, are available on D2L. Both versions will be graded in part on the quality of the writing.

Mid-Term Examination

There is no Mid-Term Examination in this course.

Final Examination

- The Final Examination will use a take-home, open-book format. Please complete the Final Examination on your own – the answers should be your own work.
- It will be available online through on D2L on April 13.
- Answers are due back in PDF format through the D2L drop box by April 17 at 11:59 pm.
- Answers will be in long-answer (essay) format.

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:

- Take your time to complete the Weber/Merton Assignment. Complete the readings carefully, take good notes, and reflect on the perspectives being expressed. Do not be fooled by the maximum length of the submission – this paper is short, but that makes it harder. This short assignment will require more work than a longer paper.
- Get an early start on your Draft Briefing Note. Think carefully about the “issue” for the note. Work through at least *three* drafts before you submit your Draft Briefing Note.
- Rewrite your Early Version into your Final Briefing note with at least **three more rewrites** and then ask someone to proofread it before you make final revisions. Use the Instructor and Peer Feedback wisely. Write clearly and concisely. Make sure every word in the Briefing Note is essential. Part of the challenge here is to produce a concise note that will be helpful to a senior decision-maker. Do not assume a 200-level or high school level of writing will suffice in a 400-level course.
- Then, think about how the rest of the material we cover in relates to what you learned about the origins of public administration in Wilson and Goodnow. What challenges do Hayek and Downs pose to the idea of public administration? What does the emergence of the administrative state mean for public administration? How do Covid-19 and “antiracism” show the strengths and weaknesses of public administration? 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

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

Week	Date	Topic	Readings
1	Jan 12	Introduction and Expectations	
2	Jan 19	Bureaucracy and its Problems	M. Weber, “Writings on Bureaucracy.” See D2L. R.K. Merton, "Bureaucratic Structure and Personality," <i>Social Forces</i> 18, no. 4 (1940): 560-68. D. Brittain, Dir. <i>Paperland: The Bureaucrat Observed</i> . 1979; Ottawa: NFB, 58 min.
3	Jan 26	An Introduction to Briefing Notes and the Business of Supply	R. Fonberg, “Practical Guide to Writing Briefing Notes in the Government of Canada” (Defence Security Foresight Group, June 2020). Canada. Parliament. House of Commons. Standing Committee on Government Operations and Estimates. <i>Strengthening Parliamentary Scrutiny of Estimates and Supply</i> . 1 st sess., 41 st Parliament, 2012. Committee Report 7. https://www.ourcommons.ca/Content/Committee/411/OGGO/Reports/RP5690996/oggorp07/oggorp07-e.pdf . Sections 1, 3, 4, 6.
	Jan 27	Weber-Merton Assignment due	
4	Feb 2	The Origins of Public Administration	<i>Federalist #51</i> . Woodrow Wilson, “The Study of Administration,” <i>Political Science Quarterly</i> 2, no. 2 (1887): 197–222. Frank Goodnow, <i>Politics and Administration: A Study in Government</i> (London: MacMillan, 1900), 17-25.
5	Feb 9	Problems of Public Administration	F. A. Hayek, “The Use of Knowledge in Society,” <i>American Economic Review</i> 35, no. 4 (September 1945): 519–30. A Downs, “A Theory of Bureaucracy,” <i>American Economic Review</i> 55, no. 1 / 2 (1965): 439-446. K. Kernaghan, “Politics, Policy and Public Servants: Political Neutrality Revisited,” <i>Canadian Public Administration</i> 19, no. 3 (1976): 432-456.

6	Feb 16	The Administrative State	C. DeMuth, "Our Voracious Executive Branch," <i>The Weekly Standard</i> , June 17, 2016. R. Pestritto. "The Progressive Origins of the Administrative State: Wilson, Goodnow, and Landis," <i>Social Philosophy and Policy</i> 24, no. 1 (2007): 16–54.
Term Break - Feb 19 – 25			
	Mar 1	Draft Briefing Note due	
7	Mar 2	Review of Draft Briefing Notes	See <i>Briefing Note Assignment</i> on D2L
8	Mar 9	Conflicting Visions	Brian Lee Crowley. <i>Gardeners vs. Designers: Understanding the Great Fault Line in Canadian Politics</i> . Toronto: Sutherland House, 2020, Chapters 1-4.
9	Mar 16		Brian Lee Crowley. <i>Gardeners vs. Designers: Understanding the Great Fault Line in Canadian Politics</i> . Toronto: Sutherland House, 2020, Chapters 5, 9.
10	Mar 23	Covid and Public Administration	B. Cooper and M. Navarro-Génie, <i>Covid-19: The Politics of a Pandemic Moral Panic</i> (Winnipeg: Frontier Centre for Public Policy, 2021), 24–37.
11	Mar 30	Kendi and the Department of Anti-Racism Review for Final Exam	Kendi, I. X. "IDEA: Pass an anti-racist Constitutional Amendment." <i>POLITICO</i> , 2019.
	Mar 31	Final Briefing Note due	
12	Apr 6	Briefing Note Presentations	Bring 5 print copies of your Final Briefing Note to class
	Apr 13	Take home Final Examination available – due April 14	
	April 17	Take home Final Examination due at 11:59 pm MT	

Important Policies and Information

Guidelines for the Responsible Use of D2L

Maintaining a positive learning environment depends on the commitment of each user to engage in activities that are in accordance with relevant laws and University of Calgary policies and regulations. The statements below describe responsible use of information posted or accessed from D2L and responsible use of the D2L communication tools.

1. The privacy of all users is paramount. Users are not permitted to share or misuse email addresses or other personal information obtained from a D2L site.
2. Communication through D2L must be related to the purpose of the site. Sending messages through D2L on issues or events that are not related to the purpose of the site or on behalf of an external business interest, organization, or individual is not permitted.
3. Anything posted to D2L must comply with Canadian Copyright Law and university policies and agreements.
4. Single copies of materials posted to D2L may be downloaded for personal use. Copyright-protected materials (including course notes, assignments, quizzes, and presentations) available on D2L may only be shared provided it is permissible to do so under Canadian Copyright Law, university agreements and permission from the copyright holder.

Breaches in responsible use of D2L may result in disciplinary action under the University's policies and/or applicable legislation

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/registrarucalgary.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:

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 (about 2 days) of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferred Term Work Form

Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

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

Reappraisal of Grades

For Reappraisal of Graded Term Work, see Calendar 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.

Required Access to Technology

Please see the University's resource page at

https://ucalgary.service-now.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 unauthorized 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>

Recording of Lectures

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by the instructor (including presentations and posted notes, assignments, and exams) remain the intellectual property of the instructor. All materials created by the instructor are provided under the terms of an Attribution-Non-commercial 4.0 International (CC BY-NC 4.0) licence. See creativecommons.org/licenses/by-nc/4.0/

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.

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.

The assembly point for Earth Sciences Building is the ICT Food Court.

Important Dates

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year) Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Graduate Students' Association Phone: 403-220-5997
Email: askgsa@ucalgary.ca URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

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

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

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

Campus Spiritual Resources

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

Readability

This course outline is written at a Flesch-Kincaid Grade Level of 10.4.