



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 551/HTST 551 - LECTURE 01
Women in Canadian Politics
WINTER 2021

INSTRUCTOR: Dr. Erica Rayment

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OFFICE HOURS: Book through <https://ericarayment.youcanbook.me/>; Meetings held on Zoom

COURSE DAY/TIME: R 11:00–13:45

DELIVERY METHOD: Web-Based (Synchronous Delivery)

COURSE PRE-REQUISITES: Political Science 321

In this course outline...

Course Description	1
Course Objectives and Learning Outcomes.....	2
Required Textbooks and Readings	2
Required Technology.....	3
Summary of Course Components, Due Dates, and Weighting.....	3
Course Schedule	3
Description of Course Assignments.....	6
Writing Statement.....	8
Grading Scale	8
Course Policies	8
Important Department Policies and Information.....	10

Course Description

This course examines women in Canadian politics in the twentieth and twenty-first centuries. The first part of the course will focus on the history and conceptual underpinnings of the study of women in politics as well as barriers to women’s political participation. The second part of the

course will examine the impact of women in Canadian politics and consider in closer detail several policy issues that are important for gender equality.

The course is an advanced reading- and discussion-intensive seminar that will be delivered through weekly synchronous Zoom sessions. Participation in class discussions is an essential part of the learning process in this course. Students are therefore expected to attend the weekly sessions having done the readings and prepared to engage with their content.

Course Objectives and Learning Outcomes

This course is designed to:

- Familiarize students with the status, impact, and policy concerns of women in Canadian politics over the past century;
- Equip students with the skills and knowledge to engage critically and in discussions and debates about the relationship between gender and politics in Canada; and
- Help students develop and practice their skills and confidence as researchers, writers, and oral communicators.

By the end of this course, students will be able to:

- Understand and apply key concepts, policies and events relevant to the study of women, gender and politics in Canada;
- Apply a gendered lens to current and historical issues and events in Canadian politics;
- Identify and explain how gender influences Canadian political institutions and outcomes;
- Identify a clear research question and develop and execute a research design appropriate to addressing that question;
- Gather, synthesize, evaluate, and analyze information and evidence;
- Advance persuasive, evidence-based arguments through clear and concise writing and through oral presentation.

Required Textbooks and Readings

There is one required textbook for this course. It is available for purchase as a hard copy or as an e-book through the University of Calgary Bookstore:

- Newman, Jacquetta, Linda A. White and Tammy Findlay. 2020. *Women, Politics & Public Policy: The Political Struggles of Canadian Women (Third Edition)*. Toronto: Oxford University Press.

All other readings will be available through the University of Calgary library or the course website.

Please note that the instructor may make minor modifications to the assigned course readings to respond to current issues or emerging scholarship. Any changes to the schedule of assigned

readings will be announced on the course website. **If there is a discrepancy between the assigned readings listed in the syllabus and the readings listed on the course website, please treat the course website as authoritative.**

Required Technology

Students in this course are required to have a computer with an internet connection and audio/video capability (web camera, microphone, speakers). Course content will be made available through D2L and synchronous sessions – including student presentations – will be delivered through Zoom.

Summary of Course Components, Due Dates, and Weighting

Assessment	Due Date	Weighting
Participation	Ongoing	20%
Discussion Posts	Ongoing, by April 1	10%
Paper Proposal	February 12	20%
Presentation	April 1 or April 8	15%
Final Research Paper	April 15	35%

NOTE: All course assignments *must* be submitted electronically through the course website. Assignments must be submitted by 11:59 p.m. on the due date to avoid late penalties. If a student misses a required course component, they must contact the instructor as soon as possible.

Course Schedule

Please note that the schedule below is tentative and may change as the need arises. Any changes to this schedule will be announced on the course website. If there is a discrepancy between the schedule and/or assigned readings listed in the syllabus and the schedule and/or assigned readings listed on the course website, please treat the course website as authoritative.

Week 1 (Jan 14): Introduction/Welcome

- Review the course outline.
- Newman, White and Findlay: Chapter 1.

Week 2 (Jan 21): Women’s Struggle for Political Rights in Canada

- Newman, White and Findlay: Chapter 4.
- Janovicek, Nancy and Melanee Thomas. 2019. “Canada: Uneven paths to suffrage and women’s electoral participation.” In Susan Franceschet, Mona Lena Krook and Netina Tan, eds. *The Palgrave Handbook of Women’s Political Rights*. London: Palgrave Macmillan.
- Bashevkin, Sylvia. 1993. *Toeing the lines: Women and party politics in English Canada*

(Second Edition). Toronto: Oxford University Press. Chapter 1.

Week 3 (Jan 28): Gender and the Study of Politics

- Jill Vickers. 1997. *Reinventing Political Science: A Feminist Approach*. Halifax: Fernwood. Chapters 1 and 3.
- Mary Hawkesworth. 2016. *Embodied Power: Demystifying Disembodied Politics*. London: Routledge. Chapters 1 and 2.
- Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41: 1-20

Week 4 (Feb 4): Barriers to Women's Participation in Electoral Politics I

- Newman, White and Findlay: Chapter 6.
- Alice H. Eagly and Steven J. Karau. 2002. "Role Congruity Theory of Prejudice Toward Female Leaders." *Psychological Review* 109 (3): 573-598.
- Laurie A. Rudman and Julie E. Phelan. 2008. "Backlash Effects for Disconfirming Gender Stereotypes in Organizations." *Research in Organizational Behaviour*. 28: 61-79.
- Leonie Huddy and Nayda Terkildsen. 1993. "The Consequences of Gender Stereotypes for Women Candidates at Different Levels and Types of Office." *Political Research Quarterly* 46 (3): 503-25.

Week 5 (Feb 11): Barriers to Women's Participation in Electoral Politics II

- Melanee Thomas and Marc André Bodet. 2013. "Sacrificial Lambs, Women Candidates and District Competitiveness in Canada." *Electoral Studies*. 32 (1): 153-166
- Cross, William and Scott Prusyers 2019. "The Local Determinants of Representation: Party Constituency Associations, Candidate Nomination and Gender." *Canadian Journal of Political Science* 52 (3): 557 – 574.
- André Blais, Semra Sevi and Vincent Arel-Bundock. 2018. "Do women get fewer votes? No." *Canadian Journal of Political Science*. 52 (1): 201-210.

Week 6 (Feb 18): No classes – Reading Week

Week 7 (Feb 25): Women and Public Policy

- Newman, White and Findlay: Chapter 5.
- Young, Lisa. 2003. "Can Feminists Transform Party Politics? The Canadian Experience." In Manon Tremblay and Linda Trimble, eds., *Women and Electoral Politics in Canada*. Toronto: Oxford University Press, pp. 76-91.
- Byrne, Lesley. 2009. "Making a difference when the doors are open: Women in the Ontario NDP Cabinet, 1990-95." In Sylvia B. Bashevkin, ed., *Opening doors wider: Women's political engagement in Canada*. Vancouver: UBC Press.
- Louise Chappell. 2002. "The 'Femocrat' Strategy: Expanding the Repertoire of Feminist Activists." *Parliamentary Affairs* 55 (1): 85–98.
- Francesca Scala and Stephanie Paterson. 2017. "Gendering Public Policy or Rationalizing

Gender? Strategic Interventions and GBA+ Practice in Canada." *Canadian Journal of Political Science* 50 (2): 427-442

Optional:

- *Report of the Royal Commission on the Status of Women*. 1970. [Read "Foreword," "Criteria & Principles," "Chapter 1: Women and Canadian Society," and "Chapter 7: Participation of Women in Public Life"]. <http://epe.lac-bac.gc.ca/100/200/301/pco-bcp/commissions-ef/bird1970-eng/bird1970-eng.htm>

Week 8 (Mar 4): Women and Work I – Employment and Pay Equity

- Newman, White and Findlay: Chapter 9 and Chapter 10 (pp. 293-309).
- Annis May Timpson. 2001. *Driven Apart: Women's Employment Equality and Child Care in Canadian Public Policy*. Vancouver: UBC Press. Chapters 1 and 10.
- Agocs, Carol. 2014. "Introduction: Perspectives on employment equity in Canada," in *Employment equity in Canada: The legacy of the Abella Report*. Toronto: University of Toronto Press.
- McDermott, Patricia. 1996. "Pay and employment equity: Why separate policies?" in Janine Brodie, ed. *Women and Canadian Public Policy*. Toronto: Harcourt Brace.
- Catherine McIntyre. 2018. "Why do men make more money than women?" *Maclean's*. February 8. <https://www.macleans.ca/society/why-do-men-make-more-money-than-women/>

Optional:

- Howard Levitt. 2018. "There's only one main reason a wage gap exists. Call it motherhood." *Financial Post*. August 14. <https://business.financialpost.com/executive/careers/theres-only-one-main-reason-a-wage-gap-exists-call-it-motherhood>
- Ontario. 2018. *Women's Economic Empowerment Strategy a Canadian First*. <https://news.ontario.ca/en/release/48462/womens-economic-empowerment-strategy-a-canadian-first>
- Ontario. 2016. *Final Report and Recommendations of the Gender Wage Gap Strategy Steering Committee*. https://files.ontario.ca/7198_mol_gwg_finalreport_eng_wa_08f_v2_1.pdf

Week 9 (Mar 11): Women and Work II – Parental Leave and Child Care

- Newman, White and Findlay: Chapter 10 (pp. 309-324).
- Dobrowolsky, Alexandra and Jane Jenson. 2004. "Shifting Representations of Citizenship: Canadian Politics of 'Women' and 'Children'." *Social Politics* 11 (2): 154-80.
- Collier, Cheryl and Rianne Mahon. 2008. "One step forward, two steps back: Child care policy from Martin to Harper." In Allan M. Maslove, ed. *How Ottawa spends, 2008-2009: A more orderly federalism?* Montreal & Kingston: McGill-Queen's University Press
- Bezanson, Kate, Andrew Bevan and Monica Lysack and Kate Hammer. 2020. *From*

Stabilization to Stimulus and Beyond: A Roadmap to Social and Economic Recovery.
https://drive.google.com/file/d/1jplKknjy9ON_ItnbEtQTxW602AKTIhqJ/view

- Mayer, Molly and Céline Le Bourdais. 2019. "Sharing parental leave among dual earner couples in Canada: Does reserved paternity leave make a difference." *Population Research and Policy Review* 38: 215-239.

Optional:

- Johan Bavman. 2019. "Swedish Dads." [Photo Essay]
<http://www.johanbavman.se/swedish-dads/>
- Ivona Hideg. 2019. "New parental-leave benefit inches us ever closer toward gender equality." *The Globe and Mail*. March 29.
<https://www.theglobeandmail.com/opinion/article-new-parental-leave-benefit-inches-us-ever-closer-toward-gender/>

Week 10 (Mar 18) – Reproductive Rights

- Newman, White and Findlay: Chapter 8.
- Haussman, Melissa. 2001. "Of rights and power: Canada's federal abortion policy 1969-1991." In Dorothy McBride Stetson, ed. *Abortion politics, women's movements, and the democratic state: A comparative study of state feminism*. Oxford: Oxford University Press.
- Saurette, Paul and Kelly Gordon. 2013. Arguing Abortion: The New Anti-Abortion Discourse in Canada. *Canadian Journal of Political Science* 46 (1): 157-185.
- Canadian Press. 2013. "Mulroney-era documents reveal struggle with abortion laws." *Canadian Broadcasting Corporation* (17 November).
<https://www.cbc.ca/news/politics/mulroney-era-documents-reveal-struggle-with-abortion-laws-1.2430081>

Week 11 (Mar 25): Indigenous Women in Canadian Politics

- TBC – Watch D2L

Week 12 (Apr 1): Student Presentations I

Week 13 (Apr 8): Student Presentations II

Description of Course Assignments

Participation

Attendance and participation in class discussions are an essential part of the learning process in this course. Students are expected to come to class every week having done the readings and prepared to discuss them. Students are encouraged to take notes when they read and to think about the connections between each week's readings and the broader course themes. Students should attend class with at least two critical questions for discussion based on these reflections.

Active participation includes being attentive to class discussion, raising thoughtful questions and comments in discussion, offering insight or analysis of the readings, bringing relevant news articles to the attention of the class, and drawing others into discussion.

Discussion Posts

To encourage students to make connections between the concepts covered in class and current events in Canadian politics, students are asked to monitor the news and share news stories, reports, data, etc. related to the course themes using discussion boards on the course website.

Three (3) times throughout the semester, students are asked to post any of the following: a story from a reputable newspaper, a recently released government or non-governmental organization report, a newsworthy video, or a relevant social media thread. Posts should be accompanied by a 1-2 sentence summary of what the posted item is about and a 1-2 sentence explanation of how the posted item relates to the course topics and themes.

Students are encouraged to identify posts that are relevant to that week's topic and to speak to their posts in class discussions. All discussion posts must be submitted by April 1. **Students may submit a maximum of one discussion post for evaluation per week.** Plan the timing of your posts accordingly!

Research Paper Proposal

The research paper offers students an opportunity to examine an aspect of women in Canadian politics in greater depth and to practice developing and executing an effective research design.

The assignment is broken down into several stages to encourage students to start thinking about their project early in the semester and to incorporate feedback from the first stage into the final version.

In the proposal students are asked to (1) identify the research question they plan to answer, (2) provide a preliminary review of the existing literature relevant to their question, and (3) provide an initial articulation of how they propose to answer the question (e.g. what sources will you examine, what methods of analysis will you use).

Additional details about the research paper proposal will be posted on the course website and discussed in class.

Research Paper Presentation

In the last two weeks of class (April 1 and April 8), students will present their research and provide critical feedback to each other on their projects. Students are encouraged to share a draft of their paper to facilitate peer feedback.

Students will prepare a short presentation based on their research paper. Presentations should be structured and delivered as though they are being given at an academic conference. Students

will have the option to present “live” in class, or through a pre-recorded video presentation. The process for selecting an option will be discussed in class.

Students who present in Week 12 will be expected to provide feedback on the papers and presentations in Week 13 and vice versa. Students are expected to participate actively and constructively in the peer review process. Failure to do so will result in a penalty on a student’s participation grade.

Additional details about the research paper presentation will be posted on the course website and discussed in class.

Research Paper

The final research paper is due April 15. This version should address and incorporate feedback received through the proposal and presentation stages of the research paper process.

Additional details about the research paper assignment will be posted on the course website and discussed in class.

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

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)

Course Policies

Course Communication

Office hours are usually the best way to get an effective response from the instructor. Students can sign up for an appointment in office hours using the automatic system through <https://ericarayment.youcanbook.me/>.

Email communication is best for dealing with logistical and/or administrative issues (e.g. providing documentation to request an extension, reminding me to share that link I mentioned

in class, asking for clarification on something that isn't covered in the syllabus). If you have a question about course content, ideas, or concepts your best bet is to come to office hours for a (virtual) in-person chat.

If you are contacting me by email, please use your university email address and include the course code in the subject line. I check email from Monday to Friday and will do my best to respond to emails within two business days. Your patience is appreciated if it takes me a bit longer to respond, but if your matter is urgent and you haven't heard from me within two business days, you can send a follow up email nudge.

Late Penalties

Late assignments will be subject to a late penalty of 5% per day (including weekends) of the total marks for the assignment. Assignments submitted five calendar days beyond the due date will be assigned a grade of zero. Assignments handed in AFTER the work has been returned to the class cannot be marked for credit. Accommodations due to late registration into the course will NOT be approved.

Extensions

Normally, extensions for written work will only be granted in exceptional circumstances, at the discretion of the instructor, and with acceptable written documentation. Extensions can also be granted for students registered with Student Accessibility Services. **Extensions will only be granted if requested at least 48 hours in advance of the deadline for an assignment.** Extensions requested less than 48 hours in advance of the deadline will not be approved unless there are unforeseeable exceptional circumstances and late submissions will be subject to the late penalties identified above. **Extensions will not be granted after the assignment deadline has passed.** If you require an extension, you must notify me as soon as possible.

Grade Appeals

Grades are assigned based on an assessment of the quality of the work submitted. If you think a grade should be reconsidered, you must provide a half-page written explanation outlining why you think the assigned grade is misaligned with the quality of the work that was submitted. This explanation should make specific reference to the assignment's grading guidelines. This explanation should be submitted by email, along with a copy of the graded assignment. There is a 48 hour "cooling off" period after getting a graded assignment back in which you may not submit an appeal. All grade appeals must be submitted within one week of the end of the "cooling off" period. Please note that requests for reassessment based on needing to maintain a scholarship, support law/grad school applications, or other reasons unrelated to the content of the work submitted, will not be considered as valid reasons for appeal. Please note that after reviewing an assignment, a grade can be adjusted either up or down.

Equity Statement

The University of Calgary is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As

a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech in any course forums will not be tolerated. If you have any questions, comments, or concerns you may contact the University of Calgary Student Conduct Office at conduct@ucalgary.ca .

Statement on Academic Integrity

Academic integrity is fundamental to learning and achieving course goals. The assignments in this course are designed to give you an opportunity to learn important skills and concepts over the course of your degree by making honest attempts through your own thinking, writing, and hard work.

I encourage you to review the University of Calgary's Student Academic Misconduct Policy (<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>). It outlines the rules for acceptable academic behaviour and you are expected to know the rules.

If you have questions about appropriate research and citation methods, or if you aren't sure if something is allowed or would constitute academic misconduct, PLEASE reach out to me for additional information.

Important Department 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>.

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.

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-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

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-electronic-resources-and-information-policy.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.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at 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].

Important Contact Information

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/>.