

## **POLI 579 L01 – Political Economy of Development**

<b>Pre/Co-Requisites:</b> 60 units including Political Science 359 or 379	
<b>Instructor:</b> Chris W. J. Roberts	<b>Lecture Location:</b> SA 109
<b>Phone:</b> (403) 870-9241	<b>Lecture Days/Time:</b> Thursdays 1100-1345
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<b>Office:</b> SS 702	<b>Office Hours:</b> Tue Noon-1300 / Wed 1500-1600 or by appt
<b>Instructor Email Policy:</b> Always put Poli 579 in the subject line or your email will not be answered. If you have not received a reply within 24 hours, please resend.	

### **COURSE DESCRIPTION**

Why hasn't the global development *problem* been solved? Can it be? Why have some countries moved from extreme poverty to middle or even high income in just a few decades while others have not? What do we mean by *development* anyway? How are environmental limitations and climate change changing discourses about poverty, growth, and prosperity? This seminar style course comprehensively examines the political economy of development as it has evolved over time in response to the economic and political challenges faced by the developing world or Global South, mainly focusing on Africa, Asia, and Latin America. In the process, we will examine the range of competing theories, strategies, practices, international institutions, and policies that emerge to promote and cultivate development, as well as the various critiques that question specific theories and practices, or even notions of "development" itself. This will include engaging important debates in economic and political theory, gauging the role of internal/state versus external/international factors, and assessing the relationship between political inclusion and post-colonial state-building for development outcomes, including their economic, political, gender, environmental, and conflictual dimensions.

As a seminar, regular student participation is expected including two formal presentations. The course is divided into three parts. In part one, we look back at the foundations of political economy thinking about development (or the wealth of nations) from the 1300s to the 1940s. Part two investigates the rise of contemporary development thinking and institutions, from the emergence of development economics in the 1940s-1950s to challenges offered by structuralist, gendered, and post-development critiques. Each student will select a development theorist or practitioner, become deeply acquainted with their work, and present a synopsis of their insights to the class. During part three, students select a specific, real-world example of a contemporary development project or challenge and assess it in two different ways: (1) what are the theoretical assumptions and institutional-political factors driving the definition of the specific development problem and the proposed solution, and (2) how would different theoretical assumptions assess, evaluate, and/or critique that definition of the problem and proposed solution? Students will present their preliminary findings to the class and submit a formal paper on their investigation at the end of the term.

## **COURSE OBJECTIVES & LEARNING OUTCOMES**

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

- To introduce students to the wide-ranging literature and debates within the political economy of development and provide an opportunity for deep engagement with theories and practices around development over time.
- To cultivate an ability to discern the theoretical (ideas) and practical (political and policy) complexities behind development within the context of specific regions and countries, including alternative domestic approaches and international actors and institutions that attempt to promote development.
- To develop analytical and critical skills geared towards understanding, researching, and critiquing the concept of development within the context of its political economy, gendered, environmental, and conflictual dimensions.

### ***Learning Outcomes:***

Students will develop the knowledge and/or skills to ...

- differentiate and identify major economic theories, their origins, assumptions, influence, and implications for the political economy of development
- identify and recognize the contributions of specific individuals (e.g., scholars, politicians, activists, practitioners, etc.) to the study, practice, and critique of development at different times and places
- develop an appreciation for the human, political, and societal complexities that create opportunities for or that constrain development in Africa, Asia, and Latin America
- differentiate and understand the roles played by different types of actors involved in development, from state governments and bilateral agencies to traditional authority structures, international organizations, and NGOs
- identify, understand, distinguish, apply, and critique a variety of key concepts, theoretical perspectives, and dominant narratives that attempt to explain and analyze the political economy of development
- develop a considerable level of expertise about one country, region, and/or thematic element that contributes to course knowledge and understanding of the political economy of development (through class discussions and presentations) leading to the production of a major research paper
- increase research and writing skills to find and assess primary information and secondary analysis relevant to the study and evaluation of development

## **REQUIRED TEXTBOOK**

There is no required textbook for this course. A list of required readings is given in the “Course Schedule & Reading List” below and will be available on D2L or online.

**COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
<b>Active seminar participation</b>	<b>20%</b>	Assessed every class. This means being prepared by doing required reading, participating in class exercises and discussions, and engaging with student presentations.
<b>Presentation (5%) on an assigned development theorist/practitioner plus two-page PDF synopsis (10%)</b>	<b>5% + 10%</b>	To be scheduled during Classes 4-7. Your PDF synopsis needs to be submitted prior to the class of your scheduled presentation.
<b>Mid-Term Exam</b>	<b>25%</b>	Thursday, Oct. 27th (90 minutes)
<b>Research paper proposal</b> <b>Research paper presentation</b> <b>Research paper</b>	<b>5%</b> <b>5%</b> <b>30%</b>	Research proposal discussions should begin early in the term. Specific project topics need to be finalized by Friday, Nov.4. Short, scheduled presentation in last 2 weeks. Paper due (D2L Dropbox) by 11:59pm, Monday, Dec. 12 <sup>th</sup> (there is no final exam)
<b>Total</b>	<b>100%</b>	

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

**COURSE SCHEDULE & TOPICS**

DATE	TOPIC	READINGS (On D2L/Leganto)
<b>Week 1</b> <b>Sept 8</b>	<b>Introductions, review course outline, assignments, class expectations</b>  What do we mean by political economy? What is development? What is poverty? Where does that terminology come from? Is development a complicated-technical problem or a complex-political-social outcome, or both?	Adam & Dercon (2009), "The political economy of development: an assessment," <i>Oxford Review of Economic Policy</i> 25, 2: 173-189.  Li & Maskin (2021), "Government and economics: An emerging field of study," <i>Journal of Government and Economics</i> 1: 1-15.
<b>Week 2</b> <b>Sept 15</b>	<b>Foundational, competing assumptions (1300s-early 1900s):</b> Mercantilist, Classical, Marxist, Neoclassical, and Institutional/ Progressive Political Economy  Wealth of Nations, Labour	Easterly (2021), "Progress by consent: Adam Smith as development economist," <i>The Review of Austrian Economics</i> 34: 179–201.  Chang (2003), "Kicking Away the Ladder: The 'Real' History of Free Trade," <i>FPIF Special Report</i>

	Theory of Value, Marginalist Revolution (1870s), Bismarckian welfarism, Imperialism & Capitalism (1900s)	
<b>Week 3 Sept 22</b>	<b>Rise of “development”:</b> Two World Wars, the Socialist Calculation Debate (1920s+), the Great Depression (1930s), and “Development” at the height of empire (before Truman’s Point IV) (1900s-1940s)	Abbot (1971), “A Re-Examination of the 1929 Colonial Development Act,” <i>Economic History Review</i> Vol. 24, No. 1 (Feb): 68-81.  Foley (2010), “Lineages of Crisis Economics from the 1930s: Keynes, Hayek, Schumpeter,” <i>Eastern Economic Journal</i> , Vol. 36, No. 4 (Fall): 413-422
<b>Week 4 Sept 29</b>	<b>The demise of empire and the rise of development economics, planning, foreign aid, and modernization theory (late 1940s-1960s)</b>  *Five student presentations on influential development thinkers/practitioners*	White (2012), “Indian Planning and Development Economics,” Chapter 10 in <i>The Clash of Economic Ideas</i> (New York: Cambridge University Press).  Gilman (2003), “Modernization Theory and American Modernism,” Chapter 1 in <i>Mandarins of the Future: Modernization Theory in Cold War America</i> (Johns Hopkins University Press).  Kharas (2015), “Development Assistance,” IDRC.
<b>Week 5 Oct 6</b>	<b>From Basic Human Needs &amp; Dependency critiques to Women in Development and Structural Adjustment (1960s-1980s)</b>  *Five student presentations on influential development thinkers/practitioners*	Howard (1983), “The Full-Belly Thesis,” <i>Human Rights Quarterly</i> Vol. 5, No. 4 (Nov): 467-490.  Swedberg (1986), “The Doctrine of Economic Neutrality of the IMF and World Bank,” <i>Journal of Peace Research</i> , Vol. 23, No. 4 (Dec): 377-390.
<b>Week 6 Oct 13</b>	<b>Development alternatives:</b> Good governance, sustainable development, human security-development, and critical (post-)development (1990s-2000s)  *Five student presentations on influential development thinkers/practitioners*	Escobar (1994), “Economics and the space of development: Tales of Growth and Capital,” Chapter 3 (pp. 55-94 only), in <i>Encountering Development: The Making and Unmaking of the Third World</i> (Princeton University Press).  Gisselquist (2012), “Good governance as a concept, and why this matters for development policy,” UNU WIDER Working Paper No. 2012/30.
<b>Week 7 Oct 20</b>	<b>Three Contemporary Development Debates/Approaches:</b> (1) Return of the	Huang (2010), “Debating China’s Economic Growth: The Beijing Consensus or The Washington Consensus,” <i>Academy of Management Perspectives</i> Vol. 24, No. 2 (May): 31-47.

	<p>Developmental State (e.g., “Beijing Consensus”)                  (2) SDGs &amp; Decarbonized Growth/Post-Growth/ De-Growth/ Critical Globalism                  (3) Randomized Control Trials, J-PAL, Behavioural (or nudge) Economics: see <a href="https://www.povertyactionlab.org">https://www.povertyactionlab.org</a></p> <p>*Five student presentations on influential development thinkers/practitioners*</p>	<p>Piper (2021), “Can we shrink the planet by shrinking the economy?”, Vox (Aug).</p>
<p><b>Week 8</b>  <b>Oct 27</b></p>	<p><b>Mid-term: 90 minutes</b></p> <p><b>Resume at 1245 for 1 hour</b></p>	<p>Workshop on upcoming classes and research project, including how to finalize your topic/case and get it approved (no readings)</p>
<p><b>Week 9</b>  <b>Nov 3</b></p>	<p><b>Organizing &amp; Evaluating Development</b></p> <ul style="list-style-type: none"> <li>• Conventional bargaining and commitment challenges in donor-recipient relations</li> <li>• Critical challenges for donor-driven development</li> <li>• Experimental challenges for policy evaluation</li> </ul> <p><b>Note: Research paper topics should be finalized as early in the term as possible, but to be eligible for the 5% proposal grade, you must submit your proposal by Friday, Nov. 4<sup>th</sup> (D2L Dropbox, 11:59pm)</b></p>	<p>Swedlund (2017), Chapters 1-2, <i>The Development Dance: How Donors and Recipients Negotiate the Delivery of Foreign Aid</i> (Cornell University Press, 2017).</p> <p>Ferguson &amp; Lohmann (1994), “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho,” <i>The Ecologist</i> Vol. 24, No. 5 (Sept/Oct): 176-181.</p> <p>J-PAL:  <a href="https://www.povertyactionlab.org/resource/introduction-randomized-evaluations">https://www.povertyactionlab.org/resource/introduction-randomized-evaluations</a>                  &amp;                  Kabeer (2019), “Randomized Control Trials and Qualitative Evaluations of a Multifaceted Programme for Women in Extreme Poverty: Empirical Findings and Methodological Reflections,” <i>Journal of Human Development and Capabilities</i>.</p>
<p><b>Week 10</b></p>	<p><b>READING BREAK</b>  <b>No classes</b></p>	
<p><b>Week 11</b>  <b>Nov 17</b></p>	<p><b>Complexifying and Decolonizing Development</b></p> <p>Students will work in small teams during class to apply</p>	<p>World Bank (2013), <i>Understanding Policy Change: How to Apply Political Economy Concepts in Practice</i>:  <a href="https://openknowledge.worldbank.org/handle/10986/11879">https://openknowledge.worldbank.org/handle/10986/11879</a></p>

	<p>three different frameworks to case studies.</p> <p>Specific pages will be assigned from the required readings prior to this class. Groups can then divide up those reading assignments as appropriate.</p> <p><i>This class will account for 5% of your participation grade (5 marks out of 25).</i></p>	<p>Canada (2021), <i>Feminist International Assistance Gender Equality Toolkit for Projects</i>:  <a href="https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng">https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng</a></p> <p><i>Time to Decolonise Aid: Insights and lessons from a global consultation</i> (May 2021):  <a href="https://globalfundcommunityfoundations.org/wp-content/uploads/2021/05/PD-Decolonising-Aid-Report-final.pdf">https://globalfundcommunityfoundations.org/wp-content/uploads/2021/05/PD-Decolonising-Aid-Report-final.pdf</a></p>
<p><b>Week 12</b> <b>Nov 24</b></p>	<p>Student presentations on research papers (organized by region or theme)</p>	<p>These will be organized into thematic panels (3 panels per class)</p>
<p><b>Week 13</b> <b>Dec 1</b></p>	<p>Student presentations on research papers (organized by region or theme)</p>	<p>These will be organized into thematic panels (3 panels per class)</p>
<p><b>Exam Period</b> <b>Dec 10-21</b></p>	<p><b>Research Paper Due: Monday, December 12<sup>th</sup></b></p>	<p><b>Upload to D2L Dropbox before 11:59pm</b></p>

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

**ACTIVE SEMINAR PARTICIPATION (20%)**

Given the seminar style of this course, class participation and accountability are vital elements. This means coming to class prepared to discuss the assigned readings, key themes and concepts, to ask questions, to contribute knowledge and perspectives from your own specialized research, and to engage with presenters (both the instructor and other students) during in-class exercises. Your contribution will be assessed every class in terms of quality and relevance over sheer quantity. There will also be occasional class exercises. The quality of questions and feedback/peer evaluation of student presentations will also be assessed.

**PRESENTATION ON THEORIST/PRACTITIONER (5% + 10%)**

You will thoroughly research one key theorist/practitioner (from an approved list) including a brief biography but mostly focus on their key writings/insights/policies/ influence (as appropriate) and present your findings to the class in a 10-15-minute presentation. You will also prepare and distribute a short handout/synopsis to class members (template will be provided) at the beginning of your presentation. The presentation/class discussion is worth 5%, while your handout will be worth 10%.

**MID-TERM EXAM (25%)**

One 90-minute, closed book mid-term exam will be taken in class on Thursday, October 27<sup>th</sup>. It will comprise a mix of multiple choice, matching, and short written answer questions. Class will resume at 1245 for one hour to discuss the subsequent classes including some group work, the guidelines for the

final research project including presentation, and how to finalize your research topic.

**RESEARCH PAPER (30% plus 5% plus 5%)**

Students select a specific, real-world example of a contemporary development project or challenge and assess it in two different ways: (1) what are the theoretical assumptions and institutional-political factors driving the definition of the specific development problem and the proposed solution, and (2) how would different theoretical assumptions assess, evaluate, and/or critique that definition of the problem and proposed solution?

**(1) The process of finalizing a topic/case** should start early in the term, and needs to be submitted at the latest by Friday, Nov.4<sup>th</sup> if you want to be eligible for a grade. If you do not have an approved topic by the first class after Reading Break, a suitable case will be assigned. (The research paper proposal will thus not be eligible for any grades if submitted after the deadline, but still needs to be submitted for your topic to be approved.)

**(2) Research Paper Presentation (5%)** – To be scheduled during the last two weeks of the course, you will prepare and deliver a 8-10 minute presentation of your work-in-progress project to the class followed by a Q&A session.

**(3) Research Paper (30%)** – A 10-12 page, double-spaced (plus cover page, references, and appendices) research paper will be due, uploaded to D2L Dropbox (in PDF), on Monday, December 12th (11:59pm). The REST grading rubric for the final paper is as follows:

- Research:       **8** – Good mix of primary and secondary sources, properly cited and referenced
  - Execution:     **5** – Covers style, spelling, grammar, punctuation, & attn to detail
  - Structure:     **3** – Great title, great intro, logical structure
  - Thinking:      **14** – Quality and clarity of theories and evaluation applied to case
- 30% of final grade**

**FINAL EXAMINATION**

Final Exam	<b>No</b>
Length	
Format	
Type	
Aids	

**Note:** To be eligible to pass the course, students need to take the mid-term, do both presentations, create a PDF of their thinker/theorist to share with the class, and submit the research paper (for an approved topic).

**WRITING STATEMENT**

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

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

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

**LATE PENALTIES**

There will be a 5% per every 24 hours late penalty, including weekends, for the PDF of the thinker/theorist and the final paper. (The research paper proposal will not be eligible for any grading if submitted after the deadline, but still needs to be submitted for your topic to be approved.)

**INSTRUCTOR GUIDELINES**

Poli 579 is a heavy reading, participation, and writing course. Students are advised that they will be examined on lectures and class discussions, student presentations, as well as on all required reading. As a small seminar class, students are advised that regular attendance in class is mandatory and absences will impact their class participation grade. There will not be any opportunities for make-up or extra assignments.

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

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours. **Given the volume of emails received, always put POLI 579 in the subject line or your email will not be answered.** If you do not receive a response within 24 hours, please resend. It is imperative that students regularly check their UCalgary email accounts and D2L for course related information and announcements.

Students are welcome to use laptops and other electronic note-taking devices in this course, though at times they will be asked to put technology away to engage in class exercises, discussions, and student presentations. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated. Recording of lectures is permitted for accommodation purposes. Any other use of recording constitutes Academic Misconduct and may result in suspension or expulsion. Both the student and the instructor must sign the appropriate form(s) to facilitate recording lectures.

**IMPORTANT POLICIES AND INFORMATION**

**Absence From a Mid-term Examination**

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



**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf)

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

### **Deferral of a Final Examination**

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

### **Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

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

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

### **Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

**Recording of Lectures:**

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

**Academic Accommodations:**

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

**Research Ethics**

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

**Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

**Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

### **Important Dates:**

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

### **Faculty of Arts Program Advising and Student Information Resources**

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

### **Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources**

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

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*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/>.