



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS
POLI 524/624 - S01 Winter 2021
Advanced Seminar in Indigenous Politics

INSTRUCTOR: Gina Starblanket

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TELEPHONE: 403.220.4103

OFFICE HOURS: Over Zoom by appointment through <https://ginastarblanket.youcanbook.me/>
*Email or office hours are the preferred method of contact.

DELIVERY METHOD: Online course: all components synchronous

DAYS/TIME: M 12:00 -2:45 PM

LOCATION: Online (Zoom)

PRE-REQUISITES: POLI 524: Political Science 424 or Indigenous Studies 407 or completion of at least 60 units
POLI 624: No pre-requisites

COURSE DESCRIPTION

Indigenous nations maintain a unique legal and political relationship with the Canadian state. As the original inhabitants of these lands, Indigenous peoples engaged in diplomatic accords and treaties with European newcomers that outlined their sovereign status and national character. Yet, Canada continues to move away from the early principles outlined in their diplomatic relations with Indigenous Nations, instead placing narrow definitions and numerous constraints on Indigenous nations' abilities to exercise their inherent sovereignty. Over time, Indigenous peoples have drawn upon a rich body of political thought and employed diverse political strategies to resist, alter, or remedy colonial relations. This course engages with the contributions made by scholars to rethinking Indigenous-state relations in North America. Emphasis is placed on Indigenous scholars' critiques of settler-colonialism, the legal and political significance of Indigenous peoples' relationships with land, and the importance of Indigenous political thought in working towards decolonial futures.

The course will take place **online** via Desire2Learn (D2L), Zoom, and video hosting sites for multimedia content. Readings, videos, and links to Zoom sessions and assigned multimedia will be provided on D2L.

COURSE OBJECTIVES AND LEARNING OUTCOMES

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

- 1) Engage with the diverse manifestations of settler colonialism in North America and Indigenous critiques

- 2) Think critically about multifarious challenges facing Indigenous peoples in the exercise of their inherent rights and sovereignty, and in their efforts to work towards decolonization and Indigenous resurgence.
- 3) To demonstrate the capacity for critical literacy and reflection
- 4) To develop, sustain, and present an argument in written and oral formats

REQUIRED TEXTBOOKS

Theft is Property: Dispossession and Critical Theory by Robert Nichols

Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad by Manu Karuka

Stolen City: Racial Capitalism and the Making of Winnipeg by Owen Toews

Storying Violence: Unravelling Colonial Narratives in the Stanley Trial by Gina Starblanket and Dallas Hunt

The Wetiko Legal Principles: Cree and Anishinabek Responses to Violence and Victimization by Hadley Friedland

Assembling Unity: Indigenous Politics, Gender, and the Union of BC Indian Chiefs by Sarah A. Nickel

Paradoxes of Hawaiian Sovereignty: Land, Sex, and the Colonial Politics of State Nationalism by J. Kehaulani Kauanui

The Black Shoals: Offshore Formations of Black and Native Studies by Tiffany Lethabo King

Additional articles, policy papers, and readings will be available on D2L.

REQUIRED TECHNOLOGY

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](https://d2l.ucalgary.ca)).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

COURSE COMPONENT WEIGHTS AND DUE DATES

ASSIGNMENT	WEIGHTING		DUE DATE
	POLI 524	POLI 624	
Weekly Questions	40%	30%	Weekly
Short Paper and Presentation	---	30%	Throughout the term
Research Paper Proposal	5%	5%	Feb 11, 2021
Research Paper Draft	10%	---	Mar 22, 2021
Final Research Paper	35%	35%	Apr 15, 2021
Participation	10%	---	Throughout the term
Total	100%	100%	

ASSIGNMENTS

*Students are required to read all assigned readings and complete all assignments. All written assignments are to be submitted in Times New Roman, 12pt font, double-spaced with standard margins. You are welcome to use MLA, APA, or Chicago style but must be consistent with your choice.

Short Paper and Presentation (POLI 624 Only)

Throughout the term, each student will be responsible to present on the weekly readings for one class. Each student will write one 6-8 page paper in which you compare and contrast the central themes and questions of a particular week’s reading. You will not submit weekly questions for this week. This paper should have a clear argument and thesis while demonstrating your knowledge and comprehension of the readings and course content.

Like the Weekly Questions assignment, you will want to demonstrate that you are able to think critically about the proposals put forward in the readings. You can either focus on the broad questions and themes of the text or chose to focus on one or a few specific questions raised in the text. You are welcome to compare and contrast these themes to other course readings, but you should keep the primary focus of the paper on the text(s) you are addressing. In addition, you are responsible to run class discussion for a portion of the class, following your presentation. You are welcome to facilitate the discussion through any mode you prefer such as an in-class activity, bringing in supplemental material, raising questions for group discussion, etc. The short paper is to be submitted via D2L by midnight on the day of your presentation. *For POLI 624 students, this component is worth 30% of your final grade.*

Weekly Questions (POLI 524 & 624)

Students are expected to develop and submit critical thought questions based on the course readings and course lectures. This method is used to encourage students to think critically about the multifarious challenges facing Indigenous peoples in the exercise of their inherent rights and sovereignty, and in their efforts to work towards decolonization and Indigenous resurgence. For example, questions may sketch out patterns in the field of Indigenous politics while raising critical challenges and limitations in the field or they might focus on the role of settler colonialism in the construction of key legal policies and the implication of these policies for Indigenous nations in their efforts to meet their obligations and responsibilities to their citizenry and to creation. Or

questions may take up the contemporary challenges that Indigenous nations face in their efforts to protect their lands and citizens from degradation. These are just a few examples of the range of topics available for consideration.

Beginning with Week 2, students will be required to submit 3 essay-style questions on the assigned readings by **Monday at 10:00 am**. There are twelve weeks available to submit questions (this does not include the week of reading break). You are required to submit questions for eight of these weeks. Assignments submitted after 10:00 am are reduced in grade and will not be accepted after 12:30 pm on Mondays. *For POLI 524 students, weekly questions are worth 40% of your final grade. For POLI 624 students, weekly questions are worth 30% of your final grade.*

Compose these questions as if you were the course instructor and I was the student. These questions should address pertinent issues raised in the week's readings. The purpose of this exercise is to let me know you are engaging the reading materials. In particular, your questions should reflect your ability to compare and contrast information, to differentiate between facts and opinion, and to recognize and evaluate author bias, if that is detected. They should also indicate your competence to make critical judgments and draw firm conclusions about the materials read. You are not testing my knowledge of the material but instead demonstrating your knowledge by detailing key points from reading and lecture and developing critical thought questions in response to these materials.

NOTE: Please submit your weekly questions in D2L. You should keep a copy of your questions as computer problems may arise. I will provide feedback for the first two submissions but will only submit letter grades after this. If you should have any questions about your grades or how to improve your weekly questions, do not hesitate to come by my office hours or send me an email.

Final Research Paper, Rough Draft, and Proposal (POLI 524 & 624)

All students are required to write a critical analysis of the field paper that is 12 – 15 double spaced typed pages. Your paper should focus on a particular theme or quandary within the broader field. For example, you may choose to focus on a particular theme such as land, gender, the politics of recognition or Indigenous resurgence. Or you may focus on a specific methodological and theoretical approach such as Indigenous feminism or story as theory/law. Or you can center your analysis on a particular question such as Indigenous nationhood or Indigenous legal traditions. There is a wide range of possible topics and therefore, all students must submit a one-page project proposal with a working bibliography by **April 15th**. *Project proposals are worth 10% of your final grade.*

I will review your proposal to ensure that your topic is appropriate and manageable. Importantly, the proposal helps you to narrow your topic, ensures there are sufficient sources for this topic, and initiates the formulation of your argument. Your paper proposal should provide a description of your topic and detail the central literature you will examine. What interventions or concerns has this work articulated? What themes or issues has it sought to take up? Make sure to include a working bibliography with numerous sources to demonstrate you have selected a manageable topic. While I do not require an annotated bibliography, do tell me in a sentence or two how the source fits with the paper.

Additionally, POLI 524 students must submit a rough draft of their paper by **March 22nd**. *Rough drafts are worth 10% of your final grade.*

The final research paper must be typed, double spaced in New Times 12 font with appropriate margins. Regarding format, it is fine to use whichever citation style you are comfortable with, whether Turabian, Chicago, or APA, but make sure you are consistent and accurate and be sure and include a complete lengthy bibliography that consists of properly cited primary and secondary sources, books, and journal articles. **The final paper is due April 15th**. *For all students, the final research paper will comprise 30% of your final grade.*

COURSE SCHEDULE AND ASSIGNED READINGS

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. *The instructor reserves the right to delete reading from those listed below.* Students will be notified of all changes in a timely manner by way of email and D2L announcements.

Week #	Readings
Week 1 (Jan 11)	No readings
Week 2 (Jan 18)	Logics of Settler Colonialism: Knowledge, Relationality, and Meaning-Making “Predatory Value: Economies of Dispossession and Disturbed Relationalities” by Jodi Byrd, Alyosha Goldstein, Jodi Melamed, & Chandan Reddy. "Felt Theory: An Indigenous Feminist Approach to Affect and History" by Dian Million “Ontologies of Indigeneity: The Politics of Embodying a Concept” by Sarah Hunt
Week 3 (Jan 25)	Logics of Settler Colonialism: Racial Capital <i>Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad</i> by Manu Karuka
Week 4 (Feb 1)	Logics of Settler Colonialism: Criminalization and Policing <i>Storying Violence: Unravelling Colonial Narratives in the Stanley Trial</i> by Gina Starblanket and Dallas Hunt <i>Police Brutality in Canada: A Symptom of Structural Racism and Colonial Violence</i> https://yellowheadinstitute.org/2020/07/15/police-brutality-in-canada-a-symptom-of-structural-racism-and-colonial-violence/
Week 5 (Feb 8)	Logics of Settler Colonialism: The Biosocial <i>Meditations on Reserve Life, Biosociality, and the Taste of Non-Sovereignty</i> by Billy-Ray Belcourt <i>Covid-19, the Numbered Treaties & the Politics of Life: A Yellowhead Special Report</i> by Gina Starblanket and Dallas Hunt. https://yellowheadinstitute.org/covid-19-treaties/
Week 6 (Feb 15)	Reading Break

Week 7 (Feb 22)	Logics of Settler Colonialism: Replacement and Transformation <i>Stolen City: Racial Capitalism and the Making of Winnipeg</i> by Owen Toews
Week 8 (Mar 1)	Logics of Settler Colonialism: Property <i>Theft is Property: Dispossession and Critical Theory</i> by Robert Nichols
Week 9 (Mar 8)	Confronting Colonialisms: Activism, Organizing, and the Politics of Gender and Sexuality <i>Assembling Unity: Indigenous Politics, Gender, and the Union of BC Indian Chiefs</i> by Sarah Nickel
Week 10 (Mar 15)	Confronting Colonialisms: Revitalizing Indigenous Law <i>The 'Wetiko' Legal Principles: Cree and Anishinabek Responses to Violence and Victimization</i> by Hadley Friedland <i>Gender Inside Indigenous Law Toolkit</i> , Indigenous Law Research Unit, University of Victoria https://www.uvic.ca/law/assets/docs/ilru/Gender%20Inside%20Indigenous%20Law%20Toolkit%20October%202017.pdf
Week 11 (Mar 22)	Confronting Colonialisms: Sovereignty and Articulations of Nationhood <i>Paradoxes of Hawaiian Sovereignty: Land, Sex, and the Colonial Politics of State Nationalism</i> by J. Kehaulani Kauanui
Week 12 (Mar 29)	Confronting Colonialisms: Movements, Connections, Transformation <i>The Black Shoals: Offshore Formations of Black and Native Studies</i> by Tiffany Lethabo King
Week 13 (Apr 5)	No Class (Easter Monday)
Week 14 (Apr 12)	Confronting Colonialisms: Land Back <i>Land Back: A Yellowhead Institute Red Paper</i> (October 2019) Shiri Pasternak and Hayden King https://redpaper.yellowheadinstitute.org/wpcontent/uploads/2019/10/red-paper-report-final.pdf Goeman, Mishuana. "From Place to Territories and Back Again: Centering Storied Lands in the discussion of Indigenous Nation building." <i>International Journal of Critical Indigenous Studies</i> , Vol. 1, No.1, 2008. https://jicis.qut.edu.au/article/view/20/20 Simpson, Leanne Betasamosake. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." <i>Decolonization: Indigeneity, Education & Society</i> , Vol. 3, No.3, 2014, pp. 1-25 http://whereareyouquetzalcoat.com/mesofigurineproject/EthnicAndIndigenousStudiesArticles/Simpson2014.pdf

RECOMMENDED RESOURCES

The Royal Commission on Aboriginal Peoples Report offers a comprehensive examination of a range of issues relating to settler colonialism and Indigenous-state relations in Canada. The full report can be accessed at the following link: <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

The University of British Columbia has an excellent online resource on key topics relating to the histories, politics, and cultures of the Aboriginal peoples of Canada, which can be accessed at the following link: <https://indigenousfoundations.arts.ubc.ca/home/>.

COURSE EXPECTATIONS

EXPECTATIONS FOR ATTENDANCE AND PARTICIPATION

Since this course depends in crucial ways on lecture and in-class discussion, *it is important that you attend regularly (and punctually), and that you participate fully and appropriately*. Please come to class prepared, having read the material and formulated questions about the readings in preparation for discussions and participation activities. Please bring your annotated readings, notes, and relevant media pieces to class.

It is my goal that we all engage course materials with a critical lens. Please be aware of discriminatory power relations and strive to maintain a safe environment for other students. I do not provide make-up work for in-class activities when students are absent. *If health or personal crises arise* that necessitate your absence, it is your responsibility to arrange to obtain notes or other information from class. If you are absent for any reason, you are responsible for all material covered in class.

EXPECTATIONS FOR WRITING

For all written course assignments, including the short paper, portfolio, and any in-class writing activities, students will be evaluated on their analytical skills, writing, referencing, and their ability to develop and sustain an argument. Assessment of writing skills will include elements such as grammar, punctuation, sentence structure, clarity, and organization. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

GUIDELINES FOR FORMATTING ASSIGNMENTS

All written assignments are to be submitted in Times New Roman, 12pt font, double-spaced with standard margins. You are welcome to use MLA, APA, or Chicago style but must be consistent with your choice.

GUIDELINES FOR SUBMITTING ASSIGNMENTS & LATE ASSIGNMENTS

Written assignments are to be submitted on D2L to the commencement of class on their due date. Late assignments are penalized 5% per day (including weekends and holidays). Note that an assignment submitted ten or more days after the due date will be assigned a grade of 0%.

Students are responsible for any assignments announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements

GRADING SCALE

The following grading scale will be used:

A+ (90-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-89)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

INSTRUCTOR GUIDELINES

CLASS COMMUNICATION

An online forum on Desire to Learn (D2L) will facilitate course communication and assignment submission. Please see the resources available at <http://elearn.ucalgary.ca/d2l-student/> for more details on using D2L.

Students are required to obtain and use their U of Calgary email account for all communication with the professor. Check your University email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). I will only send mail to your university account. Full or unchecked e-mailboxes do not excuse you from knowing the content of class emails. Please take the time to properly address your email inquiries, include the course number in the subject line, and make sure to properly sign your message.

INTERNET AND ELECTRONIC DEVICE INFORMATION AND RESPONSIBLE USE

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others during lectures, screenings, and discussions and switch off all MP3 players, cellphones, etc., whenever you enter the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Failure to respect these rules may result in the revocation of your privileges to use devices in the classroom.

RECORDING OF LECTURES

With the exception of students who have arranged for an accommodation through Student Accessibility Services, no audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from the Professor. Course materials (both paper and digital) are for the participant's private study and research.

INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. 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 may be allowed under fair dealing.

COPYRIGHT

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>).

INFANTS

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child's needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

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

Deferral of a Final Examination

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

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=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

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

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-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/>.