

### **POLI 685 (L01) Strategic Studies**

Pre/Co-Requisites: None, Students should consult the Department regarding enrollment in this course

Instructor: Rob Huebert	Lecture Location: SS 729
Phone: 403 220-3995	Lecture Days/Time: Mon 4:00-6:50 PM
Email: <a href="mailto:Rhuebert@ucalgary.ca">Rhuebert@ucalgary.ca</a>	
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#### **COURSE DESCRIPTION**

The events of September 11, 2001 and their aftermath again demonstrated that the international system remains a dangerous one. The event after February 2022 confirm this for many analysts. While some argue that 9/11 will be remembered as a major turning point in the understanding of international politics and international security, while others point to 2014 and others to 2022. Regardless, the point remains that conflict in the international system remains a constant phenomenon. But there is also a debate on how best to understand what international security is in the current milieu. To this end, the purpose of this course is to undertake a critical examination of the major issues and theories that are representative of the field of inquiry covered by the study of strategic studies. Specifically, it will critically examine the major theories of security and the use of force and will critically assess their roles in the modern era

#### **COURSE OBJECTIVES & LEARNING OUTCOMES**

The overall course objective is to provide the student with the opportunity to develop the skills and abilities necessary to critically assess the field of strategic studies. This will include an examination of the main concepts of the field as well as the main issue areas within the field. A related objective of the course is to provide students with the opportunity to further develop their research, writing and oral skills.

#### **REQUIRED TEXTBOOK(S)**

**Texts** - John Baylis, James Wirth and Colin Gray, (eds) *Strategy in the Contemporary World: An Introduction to Strategic Studies* 6th edition. (Oxford: Oxford University Press, 2019); and Alan Collins (ed) *Contemporary Security Studies* 6<sup>th</sup> edition (Oxford: Oxford University Press, 2022).

**Journals** - The following list provides the names of some (but by no means all) of the principle journals in the field of Strategic Studies. Students should develop the habit of staying current in their debates.

*Canadian Military Journal, Foreign Affairs, Foreign Policy, International Affairs, International Journal, International Organization, International Security, International Studies Quarterly, Jane's, Journal of Conflict Resolution, Journal of Military and Strategic Studies, Journal of Peace Research, Strategic Review, Survival and World Politics*

**Newspapers and New Agencies -**

Al Jazeera	<a href="http://english.aljazeera.net/HomePage">http://english.aljazeera.net/HomePage</a>
BBC World Service	<a href="https://www.bbc.co.uk/worldservice/index.htm">https://www.bbc.co.uk/worldservice/index.htm</a>
Carnegie Endowment for International Peace	<a href="https://www.ceip.org/">https://www.ceip.org/</a>
CNN	<a href="https://www.cnn.com">https://www.cnn.com</a>
Department of Defense	<a href="https://www.defenselink.mil/">https://www.defenselink.mil/</a>
Interfax News Agency	<a href="http://www.interfax.com/news.asp">http://www.interfax.com/news.asp</a>
Itar-Tass News Agency	<a href="http://tass.com/">http://tass.com/</a>
National Public Radio	<a href="https://www.npr.org">https://www.npr.org</a>
The American Enterprise Institute	<a href="https://www.aei.org">https://www.aei.org</a>
The Brookings Institution	<a href="https://www.brookings.org">https://www.brookings.org</a>
<i>The Economist</i>	<a href="https://www.economist.com">https://www.economist.com</a>
<i>The Financial Times</i>	<a href="https://www.ft.com">https://www.ft.com</a>
<i>The Guardian</i>	<a href="https://www.guardian.co.uk">https://www.guardian.co.uk</a>
<i>The Moscow Times</i>	<a href="https://themoscowtimes.com/">https://themoscowtimes.com/</a>
<i>The New York Times</i>	<a href="https://www.nytimes.com">https://www.nytimes.com</a>
<i>The Times of India</i>	<a href="https://www.timesofindia.com">https://www.timesofindia.com</a>
The United Nations	<a href="https://www.un.org">https://www.un.org</a>
<i>The Washington Post</i>	<a href="https://www.washingtonpost.com">https://www.washingtonpost.com</a>
The White House	<a href="https://www.whitehouse.gov/">https://www.whitehouse.gov/</a>
US Central Intelligence Agency	<a href="https://www.cia.gov/index.html">https://www.cia.gov/index.html</a>
US Department of State	<a href="https://www.state.gov">https://www.state.gov</a>

**Library Search Engines** - One of the most important electronic aids to research offered by the library can be found on their Research Databases. This page lists numerous databases that include several that focus on international relations and strategic studies.

[\[http://libguides.ucalgary.ca/sb.php?subject\\_id=52647\]](http://libguides.ucalgary.ca/sb.php?subject_id=52647);

[\[http://libguides.ucalgary.ca/sb.php?subject\\_id=52657\]](http://libguides.ucalgary.ca/sb.php?subject_id=52657)

**COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
Paper Proposal	30%	February 6
Research Paper	50%	April 10
Paper Presentation	10%	TBA
Class Participation	10%	Term

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

**COURSE SCHEDULE & TOPICS**

**Jan 9 INTRODUCTION**

**Jan 16 STRATEGIC STUDIES THEORY: UNDERSTANDING THE FIELD – THE TRADITIONALIST (REALISTS)**

*Required Readings:*

Richard Betts, “Should Strategic Studies Survive?” *World Politics* 50 (October 1997)

Steven Miller, “The Hegemonic Illusion? Traditional Strategic Studies in Context,” *Security Dialogue* vol. 41, no.6 (December 2010)

Stephen Walt “The Renaissance of Security Studies,” *International Studies Quarterly* 35 (1991):211-239

Nicholas Ross Smith and Grant Dawson, “Mearsheimer, Realism, and the Ukraine War.” *De Gruyter* 2022 <https://doi.org/10.1515/auk-2022-2023>.

John Baylis and James Wirtz, “Strategy in the Contemporary World: Strategy after 9/11,”; Beatrice Heuser, “The History and Practice of Strategy from Antiquity to Napoleon,”; James Wirtz, “A New Agenda for Security and Strategy?”; Colin Gray and Jeannie Johnson, “The Practise of Strategy,”; Lawrence Freedman, “Does Strategic Studies have a Future?” in John Baylis, James Wirtz and Colin Grayes, (eds) *Strategy in the Contemporary World*, 6th ed. (Oxford: Oxford University Press, 2019): (Text).

Michael Sheehan, “Military Security,” in Alan Collins (ed.) *Contemporary Security Studies 5th edition* (Oxford: Oxford University Press, 2019) (Text).

*Suggested Readings:*

Charles Glaser, “Realism,”; Patrick Morgan with Allan Collins, “Liberalism with Liberal Internationalism,”; Eric Herring, “Historical Materialism,”; Christine Agius, “Social Constructivism,” in *Contemporary Security Studies* (Text).

**Jan 23 SECURITY STUDIES THEORY: REBUTTAL TO THE TRADITIONALISTS**

*Required Readings:*

Edward Kolodziej, “Renaissance in Security Studies? Caveat Lector,” *International Studies Quarterly* 36 (1992)

Keith Krause and Michael Williams, “Broadening the Agenda of Security Studies: Politics and Methods,” *Mershon International Studies Review* 40 (1996).

Ole Waever, “Politics, security, theory,” *Security Dialogue* vol. 42, no. 4-5 (August/October 2011).

Columba Peoples, “Strategic Studies and its Critics,” in *Strategy in the Contemporary World* (Text).

Alan Collins, “Introduction: What is Security Studies,”; Paul Rogers, “Peace Studies,”; David Mutimer with Derek Verbakel, “Critical Security Studies: A Schismatic History,”; J. Marshall Beier, “Critical Security Studies II – Narratives of Security: Other Stories, Other Actors,”; Mark Laffey and Suthaharan Nadarajah, “Postcolonialism,”; Stephane Baele and Catarina Thomson, “Securitization,”; Galia Press-Barnathan, “Popular Culture and Security,”; Ole Waever and Barry Buzan, “After the Return to Theory: The Past, Present, and the Future of Security Studies,” in *Contemporary Security Studies* (Text).

**Jan 30 HUMAN SECURITY: PROTECTING OURSELVES FROM OURSELVES**

*Required Readings:*

International Commission on Intervention and State Sovereignty *The Responsibility to Protect*, (Ottawa: International Development Research Centre, December 2001).  
[<http://responsibilitytoprotect.org/ICISS%20Report.pdf>].

Sheena Greitens, "Humanitarian Intervention and Peace Operations," in *Strategy in the Contemporary World* (Text).

Randolph Persaud, "Human Security,"; Paul Roe, "Societal Security,"; Gary Shiffman, "Economic Security,"; Nana Paku and Jacqueline Therkelsen, "Globalization, Development, and Security,"; Alex Bellamy and Stephen McLaughlin, "Humanitarian Intervention,"; Sam Raphael and Doug Stokes, "Energy Security," Stefan Elbe, "Health and Security,"; Harold Trinkuas, "Transnational Crime," Myriam Dunn Cavelty, "Cyber-Security," in *Contemporary Security Studies* (Text).

**Feb 6 STRATEGIC STUDIES THEORY: THE CLASSICS**

*Required Readings:*

Carl von Clausewitz, *On War*, (Princeton: Princeton University Press, 1976): 1-224; 641-714 (skim 225-640). (Reserve) \*The preferred text is the one published by Princeton University Press. If you do not have access then the university link to the Oxford Press version is acceptable. Do not use the Penguin version.

Thucydides, Martin Hammond and P.J. Rhodes, *The Peloponnesian War*, (Oxford: Oxford University Press, 2009). (Reserve)

Sun, Tzu, and Ralph D. Sawyer. *The Art of War*. New York: Basic Books, 1994. (Reerve)

Thomas Mahnken, "Strategic Theory," in *Strategy in the Contemporary World* (Text).

**Feb 13 USE OF FORCE: INTERNATIONAL TERRORISM**

*Required Readings:*

Bruce Hoffman, *Inside Terrorism* 3rd edition (NY: Columbia University Press, 2017. (reserve) and (electronic copy in U of Calgary library) [<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/detail.action?docID=5276199>]

James Kiras, "Irregular Warfare: Terrorism and Insurgency," in *Strategy in the Contemporary World* (Text).

Brenda Lutz and James Lutz, "Terrorism," in *Contemporary Security Studies* (Text).

**Feb 20 READING WEEK – NO CLASSES**

**Feb 27 USE OF FORCE: NUCLEAR WEAPONS**

*Required Readings:*

Bernard Brodie, *Strategy in the Missile Age*, (Rand Corp, 2007). (go to [http://www.rand.org/pubs/commercial\\_books/CB137-1.html](http://www.rand.org/pubs/commercial_books/CB137-1.html); and you can also find them on reserve).

John Mueller, "Nuclear Weapons" *Foreign Policy* 177 (Jan/Feb 2010): 38-40,42,44.

Bradley A. Thayer and Thomas M. Skypek, "Reaffirming the utility of nuclear weapons," *Parameters* vol 42 (Winter-Spring 013).

The President of the Russian Federation, *Basic Principles of State Policy of the Russian Federation on Nuclear Deterrence* (June 8 2020)

[[https://archive.mid.ru/en/web/guest/foreign\\_policy/international\\_safety/disarmament/-/asset\\_publisher/rp0fiUBmANaH/content/id/4152094](https://archive.mid.ru/en/web/guest/foreign_policy/international_safety/disarmament/-/asset_publisher/rp0fiUBmANaH/content/id/4152094)].

US Department of Defence, *2022 National Defence Strategy of the United States of America*. (October 27 2022) [<https://media.defense.gov/2022/Oct/27/2003103845/-1/-1/1/2022-NATIONAL-DEFENSE-STRATEGY-NPR-MDR.PDF>].

C. Dale Walton, "The Second Nuclear Age: Nuclear Weapons in the Twenty-first Century," 195-211; John Baylis, "The Control of Weapons of Mass Destruction," 211-229 in *Strategy in the Contemporary World* (Text).

James Wirtz, "Weapons of Mass Destruction," in *Contemporary Security Studies* (Text).

**March 6 ENVIRONMENTAL AND GENDER SECURITY: NEW WAYS OF THINKING OF SECURITY**

*Required Reading:*

Joshua S. Goldstein, *War and Gender: How Gender Shapes the War System and Vice Versa*. Cambridge: Cambridge University Press, 2001. (Reserve)

Thomas F. Homer-Dixon, *Environment, Scarcity, and Violence*. Princeton, N.J.: Princeton University Press, 1999. (Reserve)

Caroline Kennedy and Sophia Dingli, "Gender and Security,," Geoff Dabelko, "Environmental Security,," *Contemporary Security Studies* (Text).

<b>March 13</b>	<b>PRESENTATIONS</b> 1) _____ 2) _____ 3) _____
<b>March 20</b>	<b>PRESENTATIONS</b> 1) _____ 2) _____ 3) _____
<b>March 27</b>	<b>PRESENTATIONS</b> 1) _____ 2) _____ 3) _____

<b>April 3</b>	<b>PRESENTATIONS</b> 1) _____ 2) _____ 3) _____ 4) _____
<b>April 10</b>	<b>APPLICATION OF REALIST THEORY OF CONFLICT- SIMULATION</b>

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

**ASSIGNMENTS**

**1) PAPER PROPOSAL - Value 30%**

**A paper proposal must be submitted in class on February 6 at the beginning of class through D2L.** This proposal must fulfil all of the following requirements:

- 1) Clearly explain the objective of your paper. What are you attempting to accomplish? What is the central **research question** of the paper? You **must** express this as a question and *not* a thesis statement to be tested.
- 2) Explain how you plan to accomplish this goal. What are the major factors that you plan to investigate? What issues will you address? What methodology will you employ? You may wish to provide a preliminary outline of the paper. Explain fully all of your points and do not use point form.
- 3) Prepare a preliminary bibliography containing **at least 20** journal articles and/or books of acceptable academic quality. If you are uncertain whether a source is acceptable please see the instructor. As a function of presenting a bibliography, you must include the proper bibliographic citation. Any accepted academic style is acceptable as long as it is used correctly and consistently.

Length: It is expected that these proposals will be approximately 3-5 typed pages. However, students should not feel confined by the suggestive length. They may be longer, as long as the three main objectives are fulfilled. Use 1.5-2 line spacing.

Topics: Students are to pick a topic that is both relevant to the general parameters of the course and serves their own research agenda. All students must receive approval for their topic selection with the instructor before submitting their proposal.

Proposals submitted late will be penalized .5 of a mark per day. (eg. if the assignment is late and it receives an 20/30 it will be marked down to 19.5/30. If it is late, a second day it will be given a 19/30 and so forth).

**RESEARCH PAPER - Value 50%**

Students will be required to write one major research essay on a subject of their own choosing (suggestions will be provided) and is **due at the beginning of class on April 10 to be submitted through D2L**. This paper (30 or more pages) is to provide an analytical study of an aspect of strategic studies.

The Research Paper is intended to allow students to examine in detail a research area of their choice. It is expected that the paper will examine an aspect of strategic studies and provide a comprehensive analysis. A good essay goes beyond its sources; it should express your own assessment, informed by the readings and research that you have done. The main point of a research paper is to provide **your own critical appraisal** of the subject based on the information provided by your readings and research. Quote when it is necessary to provide someone's precise view, but not so often as to disrupt **your** own analysis. Also, a

quotation may illustrate that the person quoted holds a particular opinion, but it hardly proves that the opinion is in fact correct. Logical reasons and specific examples are necessary to support any thesis advanced in your essay. When you do quote directly, or paraphrase, or cite statistics, footnotes/endnotes you **MUST show the source**. Copying without credit is plagiarism and can result in failure. Your paper **must** include a bibliography. As a function of presenting a bibliography, you must include the proper bibliographic citation. Any style is acceptable as long as it is used correctly and consistently.

Students are encouraged to “think big” when selecting their topic and writing their paper. In previous courses some students have used the paper as the basis for a chapter in their thesis and some have succeeded in subsequently publishing a version of their paper and/or presenting it at conferences. None of this is necessary for the course but simply represents good use of their efforts.

Length: The paper must be a **minimum of 30 pages**. (1.5-2 line spacing)

Papers submitted late will be penalized 1 mark out of 50 per day. (e.g., if the assignment is one day late and it receives a 30/50 it will be marked down to 29/50. If it is two days late, it will be given a 28/40).

#### **PAPER PRESENTATION - Value 10%**

Students will be required to present the findings of their research in a 30–40-minute presentation. It is expected that they will explain the importance of their research; what they found; and the significance of these findings. They will be required to submit a 2-3 page précis (summary) to their classmates one week before they present. They may also assign required readings. (These are to be given to the instructor who will post them on D2L). The purpose of the précis is to allow the student to summarize the core information from their presentation and to share any information such as definitions, abbreviations etc. This will allow the student to better focus on presenting on the main issues of their research. If a student elects to use a PowerPoint presentation, it must be sent to the professor by 11:00 am on the day of the presentation.

#### **CLASS PARTICIPATION - Value 10%**

Students are required to complete all assigned readings and be prepared to discuss them in class through Zoom. Students may be called upon to provide their insights and understandings. But it is expected they will be willing and able to offer their thoughts without prompting. Students should not expect a good grade if they do not fully engage in the discussions each week.

#### **WRITING STATEMENT**

Written assignments are often required in Political Science courses, including this one, 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 (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

#### **GRADE SCALE**

<b>A+</b>	<b>=</b>	<b>90-100</b>	<b>B+</b>	<b>=</b>	<b>75-78</b>	<b>C+</b>	<b>=</b>	<b>65-68</b>	<b>D+</b>	<b>=</b>	<b>55-58</b>
<b>A</b>	<b>=</b>	<b>80-89</b>	<b>B</b>	<b>=</b>	<b>70-74</b>	<b>C</b>	<b>=</b>	<b>60-64</b>	<b>D</b>	<b>=</b>	<b>50-54</b>
<b>A-</b>	<b>=</b>	<b>79</b>	<b>B-</b>	<b>=</b>	<b>69</b>	<b>C-</b>	<b>=</b>	<b>59</b>	<b>F</b>	<b>=</b>	<b>49-0</b>

## **INSTRUCTOR GUIDELINES**

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. All meetings will be held virtually.

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, to be held virtually.

## **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.

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/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 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)

POLI 685(01)

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:

*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/>.