



## INTERNATIONAL INDIGENOUS STUDIES PROGRAM

### INDG 397.12 – Lecture 01 TOPICS IN CANADIAN INDIGENOUS STUDIES COURSE TOPIC: EARLY INDIGENOUS /SETTLER WRITING SUMMER 2021

**COURSE DAY/TIME:** Monday and Wednesday 12:00 to 14:45 pm.

**DELIVERY METHOD:** Synchronous, Zoom and D2L, Web Based.

**INSTRUCTOR:** Dr. Barbara G. Barnes

**TELEPHONE:** 403-220-3869

**EMAIL:** bgbarnes@ucalgary.ca

**OFFICE HOURS:** Monday and Wednesday from 11 to 12 pm. D2L Chat or Zoom; or by appointment (chat, zoom).

**COURSE PRE-REQUISITES:** None

**INDG Program Website:** <http://www.ucalgary.ca/indg/>

#### **COURSE DESCRIPTION:**

This course will use a Lecture format (online synchronous) focusing on the multidisciplinary, theoretical, and empirical overview of the literature of selected Indigenous Peoples and selected early Canadian Immigrants literature. Early writing by these peoples is interesting and inspire questioning of what and how they perceived Canada in the early years.

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

1. To build an awareness, an understanding and an appreciation of the perspectives and cultures of Indigenous Peoples.
2. To increase students' understanding of the impact of European settlement on Indigenous Peoples in Canada.
3. To foster an understanding and appreciation of Indigenous identity.
4. To increase students' understanding of the complexity of defining identity.
5. To increase students' understanding of immigrant experiences in Canada, and their impact on Canadian society and culture.
6. To foster a greater understanding and appreciation of the early and continuing effect of ethno-cultural diversity on Canadian society and culture.
7. To increase student's critical and creative thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusion.

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

1. Ruffo, A.G., Vermette, K., Moses, D.D., & Goldie, T. (2020) (Eds.). *An Anthology of Canadian Native Literature in English* (5<sup>th</sup> ed). Oxford University Press.
2. Maillet., A. (2007). *La Saguine*. Goose Lane Editions.
3. Kostash, M. (1992). *All of Baba's Children*. NeWest Press.
4. Beardy, F., & Coutts., R. (2017). (Eds.). *Voice from Hudson Bay; Cree Stories from York Factory* (2<sup>nd</sup> ed). McGill-Queen's University Press.

**REQUIRED TECHNOLOGY:** As this is a synchronous web-based course, it means you **MUST have a computer device with reliable/stable internet connection, webcam, and microphone.** Your internet, webcam/video, and microphone/audio are required. All readings, assignments, and due dates are listed explicitly in the Weekly Class Schedule here in this document.

### **COURSE COMPONENT WEIGHTS AND DUE DATES:**

COMPONENT	WEIGHTING	DUE DATES
<b>Response Paper</b>	<b>20%</b>	<b>JULY 5, 2021</b>
<b>Take Home Mid-Term Exam</b>	<b>25%</b>	<b>JULY 14, 2021</b>
<b>Research Paper</b>	<b>35%</b>	<b>AUGUST 4, 2021</b>
<b>Take Home Final Exam</b>	<b>20%</b>	<b>AUGUST 13, 2021</b>
<b>Total</b>	<b>100%</b>	

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

### **ASSIGNMENT(S):**

1. Detailed instructions for each assignment (Response Paper and Research Paper) will be included here, as well as, on D2L. **Assignments will need to be handed in through the D2L site** the day it is due, and it will not be considered late if posted prior to **11:59 pm** the same day.
2. **POLICY FOR LATE ASSIGNMENTS:** Assignments submitted after the deadline will be penalized with the loss of 3 marks for each day (not Class) that the assignment is overdue. For example, an essay that receives an 18/20 will receive a 15/20 if one day late. Please contact me ahead of time if possible if you will not be attending class or submitting work late. Students who have documentation of prolonged absence or illness should contact the Program Co-Ordinator of Indigenous Studies at [daniel.voth@ucalgary.ca](mailto:daniel.voth@ucalgary.ca).
3. Students must **complete ALL** assignments to receive a passing grade in this course.

### **COURSE WORK SUBMISSIONS FOR INDIGENOUS STUDIES:**

All course work submissions for Indigenous Studies such as assignments, and other course work related to this program of study need to be downloaded to D2L for the Instructor.

### **WRITING STATEMENT:**

*Written assignments are often required in Indigenous Studies 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 considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>*

### **MID-TERM EXAMINATION:**

*Students will write one Take home Mid-Term Exam testing their knowledge of the material covered to that point. This exam will consist of a combination of short answer and essay questions. This exam will be open book. (Due to this fact, answers will need to be in depth encompassing all material used in the course up to that point). Thus, the Mid-Term exam will be made available on D2L on July 11, 2021 by noon. You then have 4 days to complete it. It is due on July 14, 2021. As this is an exam, there will be NO extensions nor exceptions for lateness. If your paper is not handed in by 11:59 pm the day it is due, it will be considered late, and a zero point will be assessed.*

**TAKE-HOME FINAL EXAMINATION:** There will be a Take home *Final Exam* in this course. This exam will be open book. (Due to this fact, answers will need to be in depth encompassing all material used in the course up to that point). Due date for your Take Home Final Exam will be August 13, 2021. The Take Home Exam will be made available on August 09, 2021 by noon on D2L, and you will have 5 (five) days to complete it. As this is an exam, there will be NO extensions nor exceptions for lateness. If your paper is not handed in by 11:59 pm the day it is due, it will be considered late, and a zero point will be assessed.

*Students must be available for examinations up to the last day of the examination period. Students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: <http://ucalgary.ca/registrar/exams/deferred-exams>.*

**GRADE SCALE:** The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is concerted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity, and originality.

### TENTATIVE CLASS SCHEDULE

The following is the list of material covered each class. You are expected to come to class prepared by having read the articles and chapter material. This list is tentative and may be altered when undue circumstances arise.

- Reading Index: NL=Anthology of Indigenous Literature.  
 SR=Selected Readings in D2L.  
 AM=La Saguine.  
 MK=All of Baba’s Children.  
 FB=Voices from Hudson Bay.  
 FILMS: Watch on National Film Board: nfb.ca

	<b>DATE</b>	<b>ACTIVITY</b>
	Mon June 28	<b>INTRODUCTION:</b> (a)Who We Are. (b)Review syllabus, Research Paper, Response Paper, and Exams (c)NL: Brant, Copway, Sutton.
	Wed. June 30	<b>EARLY INDIGENOUS WRITERS, SINGERS:</b> (a)NL: Johnson, Cardinal, Redbird, Sainte-Marie
	Mon July 5	<b>EARLY IMMIGRANT EXPERIENCES:</b> (a)Film: “First Winter” (1823 Irish experience). (b)Film discussion. (c)” La Saguine”. (d) <b>Reflection Paper Due***</b>
	Wed. July 7	<b>EARLY IMMIGRANT HISTORY:</b> (a)” All of Baba’s Children” (b)The Bards of Scotland Poems (on BB).
	Mon. July 12	<b>WOMEN’S EARLY PIONEERS:</b> (a)SR: Gardner’s of wool, drawers of water.

		(b)SR: Women in New France: History. (c)Prep for Mid-Term Exam.
	Wed. July 14	<b>MID-TERM EXAM***</b>
	Mon. July 19	<b>INDIGENOUS VOICES:</b> (a)"Voices from HBCo". (b)SR: Harder. (c)NL: Campbell, Mosionier.
	Wed. July 21	<b>IMMIGRANT CONNECTIONS:</b> (a)SR: Moody, Par-Trail
	Mon. July 26	<b>IMMIGRANT CONNECTIONS CONTINUED:</b> (a)SR: Stephen Stephansson. (b)SR: Keagan. (c)SR: Lysenko.
	Wed. July 28	<b>THE BLACK "OTHERS":</b> (a)Film: "Amber Valley". (b)SR: History of Black Peoples in Canada.
	Mon. Aug. 2**	<b>ALBERTA HERITAGE DAY NO CLASS.</b>
	Wed. Aug 4	<b>THE JAPANESE, CHINESE, BELGIANS "OTHERS":</b> (a)Film: "Sheppard's Pie and Sushi" (b)Film: "Elder in the Making" (c)SR: Belgians. (c) <b>RESEARCH PAPERS DUE***</b>
	Mon. Aug 9	<b>INDIGENOUS VOICES:</b> (a)NL: Thomas King (b)NL: Richard Wagamese (c)NL: Cherie Dimaline (d)Final Take Home Exam posted by noon.
	Wed. Aug 11	<b>PULLING IT ALL TOGETHER:</b> (a)Looking over, looking back, looking forward.
	Fri. Aug. 13	Take Home Final Exam Due by 11:59 pm.

**UNIVERSITY OF CALGARY**  
**INDIGENOUS STUDIES 397 (12)**  
**“Topics in Canadian Indigenous Studies – Early Indigenous/Settler Writing”**  
**Dr. Barbara G. Barnes**  
**Summer 2021**

**Assignment:** Response Paper

**Due:** July 5, 2021

**Length:** 5 typed pages, double spaced

**Weight:** 20%

**THE TASK:** I would like you to explore your ancestors. You may have never thought about where your family came from or where they lived. Were they here in Canada being an Indigenous Person, or did they emigrate from Europe? How much (if any) of an influence does this have on your identity? Does it affect your identity at all? Are there customs, stories, rituals, beliefs, behaviours that you carry on? Does this matter? Was it important to your family to maintain their ethnicity? How important is it to you? Have you gone onto Ancestry.ca to check out any information about your family history? Have you completed 23 and Me? Does any of this influence who you are today? If so, how. In not, then why not? Basically, talk about who you are and who or what, if any, influences you have had that make you who you are today. Does any of the lecture material help inspire you to seek further information? Talk about you.

**EVALUATION:** There is no set writing style to this assignment. Be as free as you wish to let ideas and thoughts flow. Use first person. No need for bibliographic references, spelling and grammar needs to be accurate. Please have a “Title Page” with your name, ID #, class, date, and professor’s name, and title if you wish.

Please remember that with assignments, penalties apply for any lateness (see Syllabus expectations).

Rubrics: 5 points for proper Title page information, page length, no spaces between paragraphs, writing errors (spelling, etc). And 15 points for body of Information given, for a total of 20 points.

**THE UNIVERSITY OF CALGARY**  
**INDIGENOUS STUDIES 397 (12)**  
**“Topics in Canadian Indigenous Studies – Early Indigenous/Settler Writing”**  
**Dr. Barbara G. Barnes**  
**Summer 2021**

**Assignment:** Research Paper

**Due:** August 4, 2021

**Length:** 5 - 6 typed pages, double spaced

**Weight:** 35%

**THE TASK:** Choose a topic that you are eager to explore and find answers to. Construct a clearly focused research question about it. Conduct the research necessary to contextualize the issue you are addressing and to answer your question. Remember that a well thought out research question is at the heart of the paper. Your project must be related to the subject matter of the course. You should provide your reader with sufficient background information to appreciate the contexts that inform the topic you are addressing and the significance of the question you have raised. You should also clarify your methodology, assert your thesis clearly, and provide convincing evidence to support it.

**EVALUATION:** Papers will be evaluated based on the following criteria: quality of research based on number of sources used, analytical sophistication, depth of insight, writing effectiveness, presentation, and an annotated bibliography. (7 points for each of the 5 areas are possible as the grading system). See example at end of assignment.

**PRESENTATION FORMAT:** Papers should be typewritten and double-spaced. They should include an annotated bibliography of no less than six sources. An annotated bibliography includes a short paragraph (approximately 4-5 sentences) in which you describe and evaluate (not summarize) the source briefly. (Example of an Annotated Bibliography is given at the end of this assignment). Follow correct bibliographic form, using the APA style. (7<sup>th</sup> ed.).

Sources must be carefully acknowledged throughout the paper in accordance with the APA style format. Remember that plagiarism is a serious offence and must be avoided. You must document not only direct quotations, but also paraphrases and borrowed ideas where they appear in your text. A list of references at the end of your paper is insufficient by itself. Readers **MUST BE ABLE TO TELL YOUR WORDS AND IDEAS FROM THOSE OF OTHERS**. All sources must be properly acknowledged, including Web pages and visual media. If in doubt as to what constitutes plagiarism, students should consult the student calendar and the instructor. You can use WEB pages if they are at least 3 pages in length, otherwise do not use them.

Complete a “Title Page” and “Reference Page”. These pages do not count in the required 5 – 6-page length. Also, use 12 Font and do not leave spaces between paragraphs, indent first line of every new paragraph. Please **DO NOT** use Wikipedia, Blogs, Twitter as they are not a valid website, if found to use it you will receive an “F” grade.

**GENERAL SUGGESTIONS:** Remember that your research question is at the heart of your

paper and setting it out clearly facilitates the process of writing a research paper. Some of you may already know what topic you wish to search out, and the question you wish to answer; if not, make use of the required readings, as well as lectures, class discussions and of information you might gather from staying abreast of local, regional, national, and international news to help you to discover appropriate topics and to construct researchable questions.

I have listed a few possible topics that could be the basis of a research project. Please note that these suggestions are broad and will need to be narrowed considerably. It is hoped that it will stimulate students to raise research questions of their own that would provide a suitable point of departure for this assignment. Students should consult the instructor about their topic and research questions.

Students should consult as many relevant sources as possible to explore their topic adequately.

### **Some Possible Research Topics:**

1. Compare an Indigenous culture and a European culture.
2. The role of sustaining Indigenous identity among the influence and influx of European cultures.
3. Similarities or Differences between folklores.
4. What makes a Canadian Identity?
5. Ancestor connection: what does that really mean for your identity today?
6. There can be any number of topics. Be creative and explore what interests you.

Students are welcomed to share their ideas and intent with the instructor.

### Examples of Annotated Bibliography:

#### References

Barnes, B.G. (2077). *The identity of sasquatch*. University of Toronto Press.

This reference talked about the secret sasquatch being observed by many. It is a great source for getting details as to what people have found. This book should be read by students in this class, or anyone searching for information about sasquatches. It helped me make my points throughout my paper.

Smith, D.B. (2035). *Growing up in Calgary in the 1700's*. University of Calgary Press.

This reference provided hilarious accounts of what people did back in the 1700s in Calgary, Alberta. It was a super article as I was able to compare behaviours that differed in other parts of Canada. A worthwhile read.

Example of Term Paper Evaluation:

TERM PAPER EVALUATION  
Dr. BARBARA G. BARNES

NAME:

GRADE:

Your paper has been evaluated based on the following criteria:

- 1.QUALITY OF RESEARCH:** Constructs a compelling research project, i.e., Explores a focused and relevant topic by raising a clear and significant question; draws on at least six appropriate sources; demonstrates an imaginative yet careful and thorough use of sources to explore relevant aspects of the topic and provide a substantive answer to the question raised.
- 2.ANALYTICAL SOPHISTICATION:** Provides the reader sufficient context for appreciating the macro aspects of the topic, while at the same time providing sufficient detail for deductive and inductive reasoning; develops an effective argument in support of a clear thesis.
- 3.QUALITY OF INSIGHT OFFERED:** Provides the reader with a substantive, probing and illuminating analysis of the topic and a clearly focused and significant ‘answer’ to the question raised; notable enhances the reader’s understanding of the topic. Offers insight, personal opinions.
- 4.THEORETICAL EFFECTIVENESS:** Considers the reader’s need for a neat and well-organized document, one that addresses the task at hand in a logical, readable, and engaging manner; develops a clearly focused, substantive, and coherent argument; not only avoids basic errors in grammar, spelling, punctuation sentence structure, and word use, but also demonstrates skill in writing clear, concise, and effective prose.
- 5.PRESENTATION:** Offers a typewritten and double-spaced text; contains a properly formatted and annotated bibliography; sources are properly acknowledged throughout; contains a proper title page.

**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**

### **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](https://www.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](https://www.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>.

## **Reappraisals**

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-2.html> for additional information.

With regard to reappraisal of academic assessments (final grades) [I think we should use the terminology in the calendar here], I suggest the following:

The University Calendar states that for reappraisal of academic assessments (final grades):

“In the reappraisal of a final grade, the only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](http://ucalgary.ca/registrar) (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-3.html>.

## **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](http://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/](http://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](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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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](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:

*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/>.

*Facebook Group for Indigenous Studies Program:* <https://www.facebook.com/groups/UC.IIST/>

*INDG Program Website:* <http://www.ucalgary.ca/indg/>

*Writing Symbols Lodge (Native Centre) Website:* <https://www.ucalgary.ca/nativecentre>

*Library and Resource Website :* <http://www.ucalgary.ca/library>