



UNIVERSITY OF CALGARY

Fall 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Indigenous People of Canada			
Course Number	SOCI 307		
Pre/Co-Requisites	SOCI 201		
Instructor Name	Ryan Koelwyn (she/they)	Email	rkoelwyn@ucalgary.ca
Instructor Email Policy	<p>When you email me, please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email.</p> <p>If you have a course-related question, please check the course outline first.</p> <p>Please do not use e-mail as a replacement for a meeting, if there is something you want to discuss you may email me to schedule an appointment on Zoom.</p> <p>Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with during my office hours.</p> <p>All emails adhering to the policy will be responded to within 48 hours (including those sent on weekends). Please take that into account when emailing me questions pertaining to assignments or exams.</p>		
Office Location	Online	Office Hours	Thursdays 3:00PM-5:00pm or by appointment
Class Dates	Tuesday September 7 th 2021 – Thursday December 9 th 2021		
Class Times	Asynchronous 'self-study' blocks that must be completed within each week and according to scheduled due dates for assignments/assessments.		
Class Location	Online (D2L course page)		

Course Description

The dynamics of Indigenous groups' relations with each other and the larger society. Topics include decolonization and relations with the state, demography, Indigenous organizations, Indigenous nationalism and nation-building, power, social class, and public policy.

Course Objectives/Learning Outcomes

This course aims to provide students with a comprehensive understanding of the historical and ongoing processes of colonization in Canada and the implications for our society today as informed by Indigenous scholars, artists, activists, teachers and more. Students will learn to better understand the social, political, health, and economic factors that have shaped and are shaping relationships between Indigenous people and settler people, and the social significance for Canadian society. Students will also explore examples of Indigenous resistance and resurgence while identifying and challenging systemic factors that contribute to the ongoing historical and contemporary injustices and violence(s) of colonialism. In addition, students in this class will be able to improve their critical thinking, writing, referencing, and organizational skills through critical analysis and close readings.

*****Content Advisory:** Many of the topics we will discuss in this course are upsetting. Readings and media contain content that may be distressing and traumatizing for viewers/readers (e.g. graphic descriptions of racism and sexual violence; missing and murdered Indigenous women). *Support resources are available.*

Course Format

This course is asynchronous, meaning, each week the learning will take place online at your own discretion (within that weekly timeframe) while adhering to the specific time sensitive due dates for assignment components. A schedule of required readings can be found below (under 'Schedule of Lectures and Readings') and will be posted to D2L as well. Weekly content (lectures, videos to watch, and/or podcasts to listen to) will be posted each week on D2L (on Tuesday by 2:00PM). **It is your responsibility to do the required readings AND watch/listen/read the weekly content listed for each week.** All assignments/exams are to be submitted electronically through the D2L course platform. During five of the weeks, you will participate in structured response groups (see below for further details).

Learning Resources

There is no required textbook for this course. Links to required readings/videos/audio files will be provided on D2L.

Learning Technologies and Requirements

Students will need an internet connection and access to either a laptop or mobile device. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

Methods of Assessment and Grading Weights

Assessment of learning outcomes will take place through a variety of methods. Below are the assessment components and required assignments with the percent value of each assignment for determining your course grade. **Allow up to two weeks for grades to be returned.**

Assessment Component/Assignment	Due Date	Weight
Paragraph Responses (9 total)	Ongoing, each corresponding Sunday at 12:00PM	15%
Structured Response Groups (5 total)	When a Response Group is scheduled, Wednesday at 12:00PM (role 1-3) & Friday at 12:00PM (role 4)	25%
Midterm Exam	Opens Wednesday November 3 rd at 12:00PM & closes Thursday November 4 th at 12:00PM	20%
Portfolio (best 3 paragraph responses)	Sunday November 28 th at 12:00PM	15%
Final 'Mini' Essay	Friday December 10 th at 12:00PM	25%

Paragraph Responses (9 total) (15%)

DUE: Sunday, various dates

Your participation will be assessed through your **one paragraph responses (uploaded to D2L)**. On most weeks the Professor will post discussion questions related to the weekly content, scheduled readings and/or issues under discussion. Students will be asked to write-up their analytical response (**80-150 words max**) and submit to D2L by **Sunday at 12:00PM within the same week**. Your response should not be a summary of what you learned but rather, it should be structured as an integrated synthesis of thoughts, ideas, and critical concepts that you continue to ponder. The responses will count toward your participation grade; however, your responses will not be commented on or graded for their substantive component. You **must** complete all nine.

Portfolio (15%)

DUE: Nov. 28th

Based on your paragraph responses, as outlined above, **choose your best three paragraph responses**, assemble, and submit as your portfolio. At the top of each page be sure to identify the question and reading/s that you are responding to in each paragraph. You may extend and elaborate (if you so choose) each paragraph by a maximum of 50 words.

Due Sunday November 28th at 12:00PM to D2L (double spaced, 12 pt. font, proper margins and with headings). Submissions **cannot** exceed 600 words total.

This assignment will be assessed for: clarity and precision of thought in written form (good grammar, spelling, vocabulary); insightful analytical points regarding the text and issues under discussion; thoughtful, creative and sustained engagement with the actual question.

Structured Response Groups (5 total) (25%)

DUE: W/F of corresponding week, see schedule

Structured Response Groups **based on the weekly required readings** will occur asynchronously five times in the semester (see schedule for detailed dates). By the end of week 2 (after the add/drop period), each student will be randomly assigned to a group of five people for the semester – this is your response group.

There are four assigned roles for the structured response groups, and for each asynchronous response group assignment students will have a different role; everyone will repeat the fourth role twice. In your group, you are responsible for determining who does what role for each of the sessions, however, **each student must complete all four assigned roles (in the fourth role twice)** by the end of the fifth discussion group.

Each role requires an individual submission to your group in D2L, which is due at **12:00PM on Wednesday, of each week there is a scheduled Structured Response Group, (except for the Respondents (fourth role) who must upload their response by Friday at 12:00PM in the same week)**. Each student will be graded on their individual submission. Include your full name and the name of your role in your submission title.

*****Note:** If you happen to be placed in a group with less than 5 people, you will have one less respondent. You will still complete all five group sessions but each of you will only be in the fourth role as Respondent once; each person will repeat *one* role of their choosing in the fifth response group. If you happen to be placed in a group of 3 or less, please contact me for further instructions.

All roles are encouraged to comment on each other's posts to acknowledge their ideas, comments, and questions to demonstrate engagement with their peers.

Assigned Roles:

1.) Close Reader

DUE: Wednesday

The Close Reader brings forward elements from this week's readings that they think deserves to be underscored and/or considered in detail. Finds and highlights a minimum of **2 crucial** quotes (areas of interest) from this week's assigned reading, **along with a rationale** for why each chosen passage was deemed important (i.e., *Explain how* it highlights key areas of significance or create tension?). **Please post your quotes & rationale to D2L (Wednesday by 12 pm)**. Word count: 200-250, not including the quotes.

2.) Creative Connector

DUE: Wednesday

Provides at least **2 examples** of a "creative connection" to the readings/video/podcast **and explains the reasons for and significance of that connection**. This explicitly connects new ideas from any of our assigned readings to something else already in the student's knowledge base; this could be a social, cultural, political, or economic idea. It could be from other courses, literature, news, pop culture, Netflix, whatever. You can also provide a personal connection if appropriate. **Please post your creative connections & reasons to D2L (Wednesday by 12 pm)**. Word count: 200-250.

3.) Critical Questioner

DUE: Wednesday

Develops **2 critical thinking questions based on this week's scheduled readings** that challenge, explore, or expand on the main theories, ideas, and examples from the readings/videos/podcasts **and proposes some potential answers**. Ask stimulating questions: a good question will be crafted in such a way that it invites a multiplicity of perspectives, demonstrates playfulness insofar as it seeks alternative ways of thinking, and/or wonders about the implications (the "so what?") of a given idea. **Please post your critical questions & possible answers to D2L (Wednesday by 12 pm)**. Word count: 200-250.

4.) Respondent A

DUE: Friday

Provides a **thoughtful written commentary** that keeps the analysis going based on the content (Close Reader), connections (Creative Connector), and questions (Critical Questioner) offered by your peers. Elaborate, provide an example, or make another connection to the assigned readings, inspired by your peer's posts. **Please post your response to D2L (Friday by 12pm)**. Word count: 300-350.

Respondent B

DUE: Friday

Provides a **thoughtful written commentary** that keeps the analysis going based on the content (Close Reader), connections (Creative Connector), and questions (Critical Questioner) offered by your peers. Elaborate, provide an example, or make another connection to the assigned readings, inspired by your peer's posts. **Please post your response to D2L (Friday by 12pm)**. Word count: 300-350.

Midterm Exam (20%)

Due: Nov. 4th

The midterm exam will be based on all course lectures, readings, videos, podcasts available on D2L up to the date of the exam. The exam will be released on **Wednesday November 3rd at 12:00PM**. You will have the full 24hrs to complete the exam, which **closes on Thursday November 4th at 12:00PM**. The exam will be short answer and long answer questions. The expectation is that you complete this exam on your own, without collaboration from your classmates **and** without needing to ask for further clarification from the course instructor, however you may consult your notes and course material during this time.

Final 'Mini' Essay (25%)

DUE: Dec. 10th

The Final Essay for this course will afford you the opportunity to work closely with an issue, problem, thematic, or set of questions or ideas encountered in the course readings, lectures, discussions, or Audio-Visual sources. We will have a writing tutorial session to prepare you for writing and completing this assignment. In this tutorial we will go over details regarding essay choices.

For the Final 'Mini' Essay you will write an analytical response to **one** of the following choices: **(i.) Autoethnography**: Drawing on at least one required reading, analyze a specific incident from your personal history that reveals something important about your culture; your analysis will focus on explaining the larger societal implications of your experience in relation to the reading; or **(ii.) Social Movement**: research an Indigenous social movement not discussed in the course and discuss its significance using at least one required reading to support your claim; or **(iii.) Visual Analysis**: select a visual source (art/media) created by an Indigenous person/group and provide an analysis of its

significance in relation to Indigenous resistance and resurgence drawing on at least one required reading as supporting evidence.

The Essay will be evaluated for: (i.) clarity and precision of thought in written form (good grammar, spelling, vocabulary); (ii.) a clear identification of the issues, problems, questions that will be engaged in the paper (quality of thesis); (iii.) a substantive discussion that draws and critically works with the texts under discussion (textual evidence); (iv.) a well-developed and sustained argument that supports or relates to the thesis (structure and argumentation); (v.) correct and consistent use of citation style.

Required length for the Final Essay assignment: **maximum 600 words** followed by a **separate works cited** page. No title page is necessary. Please put your full name **and** the essay topic and number (i. Autoethnography, ii. Social movement, or iii. Visual analysis) in your document title to indicate which essay choice you have selected. Times New Roman font, size 12, double space.

LATE SUBMISSIONS WILL BE SUBJECT TO DEDUCTIONS STARTING AT 10% PER DAY LATE.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Schedule of Lectures and Readings

The weekly content will be released on a weekly basis (on Tuesday by 2:00PM) on D2L. Students are expected to engage with the weekly content and required readings at their own pace, while keeping up with assignments and due dates. An outline of topics and required readings is provided below:

WEEK 1: INTRODUCTION & RELATIONSHIPS

SEPTEMBER 7 – 12, 2021

Welcome & Introduction to the Course

Weekly Content: Foundational Concepts (available on D2L)

Garnet Angecone (2012) "Speaking My Truth: The Journey to Reconciliation" in *Speaking My Truth: Reflections on Reconciliation & Residential School*, p. 9-34.

WEEK 2: SELF & SOCIETY

SEPTEMBER 13 – 19, 2021

Weekly Content: Indigenous Futurisms & Representations (available on D2L)

Chelsea Vowel (2017) Ch. 13 "The Myth of Progress" in *Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada*, p. 117-123.

David Newhouse (2005) Ch. 3 "Telling Our Story" (Part A) in *Walking a Tightrope: Aboriginal People and Their Representations*, p. 45-52 (or 66-73 in the online reader).

Discussion groups randomly assigned after Sept. 17 (last day to add/swap a course)

WEEK 3: SOCIAL THEORY

SEPTEMBER 20 – 26, 2021

*First Structured Response Group – Roles 1-3 Due: Wednesday; Role 4 Due: Friday

Weekly Content: Indigenous Ways of Knowing (Epistemologies) & Worldview (available on D2L)

Leroy Little Bear (2000) Ch. 5 "Jagged Worldviews Colliding" in *Reclaiming Indigenous Voice and Vision*, p. 77-85

Vanessa Watts (2013) Indigenous place-thought & Agency Amongst Humans and Non-humans (First Woman and Sky Woman go on a European world tour!), p. 20-34.

WEEK 4: EDUCATION

SEPTEMBER 27 – OCTOBER 3, 2021

Weekly Content: Residential Schools and Forced Assimilation (available on D2L)

James S. Frideres. (2020) Ch. 4 "Indigenous Residential Schools: Compensation, Apologies, and Truth and Reconciliation" in *Indigenous Peoples in the Twenty-First Century* (3rd Ed.), p. 60-82.

David MacDonald (2019) Ch. 3 “Forcible Transfer as Genocide in the Indian Residential Schools” in *The Sleeping Giant Awakes*, p. 61-90.

WEEK 5: EDUCATION

OCTOBER 4 – 10, 2021

*Second Structured Response Group – Roles 1-3 Due: Wednesday; Role 4 Due: Friday

Weekly Content: Indigenous Education (available on D2L)

Chelsea Vowel (2017) Ch. 31 “Our Children, Our Schools: Fighting for Control Over Indigenous Education” in *Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada*, p. 276-283.

Marlene Brant Castellano (2016) Ch. 4 “Elders’ Teachings in the Twenty-First Century: A Personal Reflection” in *Visions of the Heart: Issues Involving Aboriginal Peoples in Canada* (4th Ed.) p, 80-98.

WEEK 6: HEALTH & WELL BEING

OCTOBER 11 – 17, 2021

Weekly Content: The Welfare System (available on D2L)

David MacDonald (2019) Ch. 4 “The Sixties and Seventies Scoop and the Genocide Convention” in *The Sleeping Giant Awakes*, p. 91-105.

Emily Milne and Terry Wotherspoon (2020) Schools as “Really Dangerous Places” for Indigenous Children and Youth Schools, Child Welfare, and Contemporary Challenges to Reconciliation, p. 34-52.

WEEK 7: HEALTH & WELL BEING

OCTOBER 18 – 24, 2021

*Third Structured Response Group – Roles 1-3 Due: Wednesday; Role 4 Due: Friday

Weekly Content: Indigenous-led Healing (available on D2L)

Leslie Dawson (2020) Ch. 5 “Food Will Be What Brings the People Together”: Constructing Counter-Narratives from the Perspective of Indigenous Foodways in *Indigenous Food Systems: Concepts, Cases, and Conversations*, p. 83-97.

Wambui Karanja (2019) Ch. 4 “Land and Healing: A Decolonizing Inquiry for Centering Land as the Site of Indigenous Medicine and Healing” in *Decolonizing the Spirit in Education*, p. 45-61.

WEEK 8: GENDER & SEXUALITY

OCTOBER 25 – 31, 2021

Weekly Content: Indigenous Feminism & Two Spirit People (available on D2L)

Pahan Pte San Win (2018) Chapter 15: "Woman Sacred" in *Keetsahnak/Our Missing and Murdered Indigenous Sisters*, p. 271-278.

Alex Wilson (1996) "How We Find Ourselves: Identity Development and Two Spirit People," p. 303-317.

Marie Laing (2021) Chapter 6 "Needs and Desires" in *Urban Indigenous Youth Reframing Two-Spirit*, p. 118-147.

WEEK 9: GENDER & SEXUALITY

NOVEMBER 1 – 7, 2021

Weekly Content: Missing and Murdered Indigenous Women and Girls (available on D2L)

TBA: further information will be posted to D2L

Maya Ode'Amik Chacaby (2018) Chapter 8: (The Missing Chapter) On Being Missing: From Indian Problem to Indian Problematic in *Keetsahnak/Our Missing and Murdered Indigenous Sisters*, p. 125-143.

MIDTERM EXAM OPENS NOV. 3rd AT 12:00PM AND CLOSSES NOV. 4th AT 12:00PM

WEEK 10:

***** TERM BREAK *****

NOVEMBER 8 – 14, 2021

WEEK 11: INDIGENOUS NATIONHOOD

NOVEMBER 15 – 21, 2021

*Fourth Structured Response Group – **Roles 1-3 Due: Wednesday; Role 4 Due: Friday**

Weekly Content: Indigenous Resurgence and Self-Governance (available on D2L)

Ian Khara Ellasante (2021) "Radical sovereignty, rhetorical borders, and the everyday decolonial praxis of Indigenous peoplehood and Two-Spirit reclamation," p. 1507-1526.

Leanne Betasamosake Simpson (2018) Chapter 13 "Centering Resurgence: Taking on Colonial Gender Violence in Indigenous Nation Building" in *Keetsahnak/Our Missing and Murdered Indigenous Sisters*, p. 215-239.

WEEK 12: SETTLER DECOLONIZATION

NOVEMBER 22 – 28, 2021

Weekly Content: Deconstructing Settler Complicity (available on D2L)

Eve Tuck & K. Wayne Yang (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), **pages 1- 17.**

Denise M. Nadeau (2020) Ch. 4 “From Taking Space to Making Space” in *Unsettling Spirit: A Journey into Decolonization*, p. 57-68.

Pre-recorded tutorial in preparation for the final ‘mini’ essay.

PORTFOLIO DUE: SUNDAY NOVEMBER 28th

WEEK 13: SOCIAL MOVEMENTS

NOVEMBER 29 – DECEMBER 5, 2021

*Fifth Structured Response Group – **Roles 1-3 Due: Wednesday; Role 4 Due: Friday**

Weekly Content: Land Back (available on D2L)

Yellowhead Institute (2019) Land Back Red Paper Report **p. 6-12 Preface and Executive Summary** (please return to this document when you have time to read it in its entirety).

Theresa Stewart-Ambo and K. Wayne Yang (2021) Beyond Land Acknowledgement in Settler Institutions, p. 21-46.

WEEK 14: CLOSING

DECEMBER 6 – 9, 2021

Weekly Content: Foundational Concepts Revisited (available on D2L)

FINAL ESSAY DUE: FRIDAY DECEMBER 10th

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

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/deferral-of-term-work-2020.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) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss their own work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

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 subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized 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.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, 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 at the same time may be allowed under fair dealing.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

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 Accommodation is available at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre,

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: <https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.