

HTST 333  
**The Age of Totalitarianism**

Summer 2017, TR 12:00-2:45 pm

Instructor: Dr. Mikkel Dack  
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Lecture Location: SB 148  
Office Location: SS 615  
Office Hours: TR 2:45-3:45 pm

Department of History Website: <http://hist.ucalgary.ca>



## **COURSE DESCRIPTION**

This course is concerned with the theoretical paradigms and historical realities of totalitarianism in its Communist, Fascist, and National Socialist varieties. Combining a chronological survey with direct comparison of key elements defining the Soviet, Italian, and German regimes alike, particular attention will be given to the cult of leadership, territorial expansion and war, everyday life under totalitarian rule, propaganda, genocide and mass murder, and terror, coercion, and popular support. From their ideological origins to violent collapse, we will trace the convoluted path of these radical governments in order to explain their domestic and foreign impact, and to understand how so many Europeans came to accept and follow such destructive regimes. In addition to lectures and readings, students will experience film, photographs, radio, art, and literature.

## **COURSE OBJECTIVES**

1. Acquire a critical understanding of the totalitarian regimes in Germany, Italy, and the Soviet Union, and the implications that they had for the political, military, social, and cultural development of twentieth-century Europe.

2. Develop an intimate understanding of how the cultures, values, and ideologies of ordinary Europeans were impacted by these three totalitarian regimes.
3. Identify and interpret multiple perspectives of historical events.
4. Engage in careful analysis of primary and secondary source materials.
5. Employ critical thinking and research skills in order to challenge assumptions about the world wars, Communism, Fascism, and Nazism.

## **COURSE REQUIREMENTS**

<b>Course Component</b>	<b>Value</b>	<b>Deadline</b>
Document Analysis	25%	July 18
Research Proposal	5%	July 25
Research Paper	35%	August 8
Group Discussions	5%	July 6, 13, 25, August 8, 15
Final Exam (take home)	30%	August 18 (distributed August 15)

ALL assignments and exams (excl. Group Discussions) must be completed to pass the course.

Deadlines are firm. Late work will be penalized unless it is accompanied by a written medical excuse signed by a medical professional, or certification by a chartered social worker or psychologist, or by a psychiatrist stating that other unavoidable, non-medical circumstances have made it impossible for you to complete your work within the prescribed deadline.

There is a penalty of half a letter grade per day for late assignments, and after five days, the grade “F” is assigned.

## **REQUIRED TEXTS**

1. Robert W. Winks and R.J.Q. Adams. Europe, 1890-1945: Crisis and Conflict. Oxford: Oxford University Press, 2003.
2. Robert Paxton. The Anatomy of Fascism. New York: Vintage Books, 2004.
3. A number of articles, chapter excerpts, and primary documents will also be assigned. They are all open-source materials (i.e. not under copyright) and available online. All readings are hyperlinked in the Lecture Schedule below, as well as listed in a separate document on D2L.

## DETAIL OF EVALUATION

### DOCUMENT ANALYSIS

Value: 25% of course grade

Due: July 18

Six documents will be posted online (D2L) and you will choose ONE to analyze. The analysis should be ~1,000 words (about 4 double-spaced pages).

A primary document is anything written/recorded/ photographed/painted/etc. at the time of the event in question, or, as in the case of memoirs, by people present at the event although written after the fact. Newspaper articles, journal entries, letters, war diaries, memos, and after action reports, for example, are all considered primary documents.

The objective of a document analysis is to identify, interpret, contextualize, and critique the content of a primary source. This is NOT a summary but an analytical review. When analyzing a document, you will be required to answer the following questions, utilizing other sources to contextualize your document when necessary:

1. What is the origin and context of the document?
2. What is the intended purpose of the document?
3. What are the limitations of the document as a historical source?

A Grading Rubric will be used for this assignment and be made available to students beforehand.

### RESEARCH PROPOSAL

Value: 5% of course grade

Due Date: July 25

This assignment is designed to help students come up with an appropriate topic and arguable thesis for their research paper. When you write a research paper for a university course, it is essential that your entire paper be written to defend an argument rather than merely report on the evidence you have uncovered or to piece together a narrative (story). The linchpin of your paper is the Thesis Statement: a clear and precise statement of your central argument.

For this assignment, students will turn in a thesis and a one paragraph explanation of your argument—why you chose it, what evidence you will consult, etc. You must also include a “working bibliography” of at least **FIVE** books (not including the course texts), or the equivalent in academic articles (about two articles is the equivalent of one book).

Students can write on ANY topic as long as it falls within the purview of the course AND is first approved by the instructor.

## **RESEARCH PAPER**

Value: 35% of course grade

Due Date: August 8

The research paper should be around 2,500 words (between 8-10 double-spaced pages) and be drawn from some or all the most important works relevant to the topic. Students must make use of a reasonable number of different sources—at least **FIVE** books, or the equivalent in academic articles (about two articles is the equivalent of one book). The course textbooks do NOT count toward this total. In most cases, you will also be able to use primary sources, which are available in many forms in the university library and on the [library website](#).

There will be an in-class research and writing workshop approximately two weeks prior to the assignment deadline. A Grading Rubric will be used for this assignment and be made available to students beforehand.

## **GROUP DISCUSSIONS**

Value: 5% of course grade

Due: July 6, 13, 25, August 8, 15

There will be five group work sessions throughout the semester. Students will form small groups (2-4 people) and answer questions directly related to the primary source documents assigned that week. Students will not know which document(s) will be discussed until the instructor hands out the question sheet. The instructor will move from group to group to provide guidance and to ensure that every member of the group is involved. At the end of the class, each group will hand in their answer sheet. The goal of these sessions is to incorporate an experiential learning component into the course and prepare students for the discussion format of upper-level seminars.

The five group discussion topics (and dates) are listed below:

1. Marxism vs. Leninism (July 6)
2. Consolidating Political and Economic Power (July 13)
3. Totalitarian Violence (July 25)
4. “Exorcising” Totalitarianism (August 8)
5. Totalitarianism Revisited (August 15)

## **FINAL EXAM**

Value: 30% of course mark

Due date: August 18 (distributed August 15)

This take-home final exam will require students to write a four-page response to a question related to the course lectures, readings, films, and group discussions. The exam should be double-spaced, 12-point Times New Roman font with one-inch margins. Include a thesis in your introduction and support that thesis with evidence from the course. All other sources of evidence (e.g. internet, other history books) will be disregarded. You **MUST** cite your sources.

Further information on the final exam will be provided in class.

## **General Information & Requirements for Written Assignments**

All assignments must be submitted via Dropbox (through D2L) no later than 11:59 pm on the due date. All assignments must be typed, double-spaced, Times New Roman, and size 12 font (footnotes: size 10). Your name and student number must appear on the first page. Assignments should have a title, footnotes or endnotes, and a bibliography.

The Internet is full of misleading and historically inaccurate information. You may NOT use web sites as secondary sources for your papers. You *may* use scholarly journal articles and eBooks that are published in digital form and available online. If you have a question about a web-based research sources, please speak with me first.

The Department of History's "Short Guide to Writing History Essays" is available on the department website (<http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1.pdf>) to help you with your writing, structure, citations, etc. Your work MUST conform to department guidelines.

### **Footnotes**

Your papers must include references to acknowledge the ideas and views of the authors whose works you have used. You will present references as footnotes (at the bottom of each page). This course requires the following system of referencing, often referred to as **Chicago Style** (also outlined [here](#)):

#### Book (single author)

<sup>1</sup> Robert Gellately, *Lenin, Stalin, and Hitler: The Age of Social Catastrophe* (New York: Random House, 2008), 122.

Subsequent references would contract this to: Gellately, *Lenin, Stalin, and Hitler*, 122.

#### Book (multiple authors)

<sup>2</sup> Michael Geyer and Sheila Fitzpatrick, *Beyond Totalitarianism: Stalinism and Nazism Compared* (Cambridge, UK: Cambridge University Press, 2008), 22-35.

Subsequent references would contract this to: Geyer and Fitzpatrick, *Beyond Totalitarianism*, 22-35.

#### Article in edited collection

<sup>4</sup> Omer Bartov, "German Workers, German Soldiers," in *Nazism and German Society, 1933-1945*, ed. David Crew (London: Routledge, 1994), 79.

Subsequent references would be: Bartov, "German Workers, German Soldiers," 124.

Article in academic journal

<sup>3</sup> Stanley Payne, "Fascist Italy and Spain, 1922-45," *Mediterranean Historical Review* 13:1 (June 2006): 103.

Subsequent references would be: Payne, "Fascist Italy and Spain, 1922-45," 103.

**Bibliographies**

All sources that you consult should be listed in a Bibliography at the end of your paper on a separate page. This course requires the following system of referencing:

Book (single author)

Gellately, Robert. *Lenin, Stalin, and Hitler: The Age of Social Catastrophe*. New York: Random House, 2008.

Book (multiple authors)

Geyer, Michael and Sheila Fitzpatrick. *Beyond Totalitarianism: Stalinism and Nazism Compared*. Cambridge, UK: Cambridge University Press, 2008.

Article in edited collection

Bartov, Omer. "German Workers, German Soldiers." In *Nazism and German Society, 1933-1945*. Edited by David Crew, 64-82. London: Routledge, 1994.

Article in Academic Journal

Payne, Stanley. "Fascist Italy and Spain, 1922-45." *Mediterranean Historical Review* 13:1 (June 2006): 99-120.

**LECTURE SCHEDULE & READING LIST**

Date	Lecture Topics	Required Reading
July 4	<ol style="list-style-type: none"> <li>1. Introduction to the Course</li> <li>2. Conceptualizing Totalitarianism</li> <li>3. The Long Nineteenth Century: Ideas &amp; Movements, 1789-1914</li> </ol>	<b>Winks/Adams: pp. 1-28, 41-49, 57-65</b>
July 6	<ol style="list-style-type: none"> <li>1. Unbalancing Power, 1848-1914</li> <li>2. The Great War &amp; the Hard Peace</li> <li>3. The Russian Revolution &amp; Civil War, 1917-1922</li> </ol>	<b>Winks/Adams: Chapter 3</b>  <u>Karl Marx and Friedrich Engels, "Communist Manifesto," (1848)</u>  <u>Vladimir Ilyich Lenin, "What is to be Done?" (1902)</u>

	<p><i>Group Discussion #1: Marxism vs. Leninism</i></p> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>▪ Film Clip: <u>The European Alliance System</u></li> <li>▪ Film Clip: <u>The July Crisis (1914)</u></li> </ul>	
July 11	<p><b>1. The Rise of Italian Fascism, 1919-1924</b></p> <p><b>2. Weimar Germany &amp; the Nazi “Seizure” of Power, 1919-1933</b></p> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>▪ Images series: “Mussolini’s March on Rome”</li> <li>▪ Artwork: Surrealism Gallery (from various sources)</li> <li>▪ Films: <i>Cabaret</i> (1972) (segments) AND <i>Hitler: The Rise of Evil</i> (2003) (segments)</li> </ul>	<p><b>Winks/Adams, pp. 125-131, 135-145</b></p> <p><b>Paxton: Chapter 1, 2; pp. 87-106</b></p> <p><u>NSDAP, “The Twenty-Five Points” (1920)</u></p> <p><u>Benito Mussolini, “What is Fascism” (1932)</u></p>
July 13	<p><b>1. Gleichschaltung in Nazi Germany, 1933-1934</b></p> <p><b>2. Nazi Economic Policy &amp; the “Social Revolution”</b></p> <p><b>3. The Italian Fascist State, 1922-1928</b></p> <p><i>Group Discussion #2: Consolidating Political &amp; Economic Power</i></p>	<p><b>Winks/Adams: pp. 131-135, 145-147</b></p> <p><b>Paxton: pp. 119-147</b></p> <p><u>The Reichstag Fire and the Enabling Act (1933)</u></p>
July 18	<p><b>1. From Leninism to Stalinism, 1921-1928</b></p> <p><b>2. Revolution from Above: Economic Planning in Soviet Russia</b></p> <p><u>Media:</u> Film: TBD</p>	<p><b>Winks/Adams: pp. 160-174</b></p> <p>Joseph Stalin, <u>“Industrialization of the Country,”</u> (1928)</p> <p>Joseph Stalin, <u>“Dizzy with Success”</u> (1930)</p>

	<b>DOCUMENT ANALYSIS DUE (25%)</b>	
July 20	<ol style="list-style-type: none"> <li>1. Soviet Propaganda &amp; Social Health</li> <li>2. Nazi Propaganda &amp; Culture: Constructing the Racial State</li> <li>3. Nazi Eugenics &amp; Anti-Semitism</li> </ol> <p><u>Media:</u>  Film: <i>Der ewige Jude</i> (The Eternal Jew) (1940) (segments)</p>	<p><u>“Law for the Prevention of Offspring with Hereditary Diseases” (Jul. 14, 1933)</u></p> <p><u>Adolf Hitler, Speech to the National Socialist Women’s League (Sept. 8, 1934)</u></p> <p><u>Martin Bormann, “Safeguarding the Future of the German People” (Jan. 29, 1944)</u></p>
July 25	<ol style="list-style-type: none"> <li>1. Fascist “Surgical Violence”</li> <li>2. The Nazi Terror Apparatus</li> <li>3. Soviet Purges &amp; the Great Terror</li> </ol> <p><i>Group Discussion #3: Totalitarian Violence</i></p> <p><b>RESEARCH PROPOSAL DUE (5%)</b></p>	<p><b>Paxton: pp. 135-141</b></p> <p><u>“Oswald Pohl Report to Heinrich Himmler on the Expansion of the Concentration Camps,” (Apr. 30, 1942)</u></p> <p><u>Stalin Purges: Official Explanation, (1935)</u></p> <p><u>The Gulag: Letter from prisoner to Bolshevik (Dec. 14, 1926)</u></p>
July 27	<ol style="list-style-type: none"> <li>1. The Failure of Diplomacy &amp; Road to War</li> <li>2. The Second World War, 1939-1945</li> </ol> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>▪ Historical film footage: <u>Signing the Munich Agreement (1938)</u></li> <li>▪ Historical film footage: <u>Chamberlain and the Sudeten Crisis (1938)</u></li> <li>▪ Radio Broadcasts: <u>Churchill (Jun. 4, 1940)</u>, <u>Germany (Nov. 8, 1940)</u>, <u>Russia (Nov. 7, 1941)</u></li> </ul>	<p><b>Winks/Adams: pp. 209-244</b></p> <p><u>“Commissar Order” (Jun. 6, 1941)</u></p> <p><u>Vyacheslav Molotov, “Reaction to German Invasion” (1941)</u></p> <p><u>Memoir: Peter Ghiringhelli, “A Childhood in Nazi-occupied Italy” (Retrospective Account, 1940-1946)</u></p>



	<ul style="list-style-type: none"> <li>▪ Documentary: “Apocalypse: The Second World War” <a href="#">Part 2</a>, <a href="#">Part 3</a>, <a href="#">Part 5</a>, <a href="#">Part 6</a> (segments)</li> </ul>	
August 1	<ol style="list-style-type: none"> <li>1. Holocaust: Persecution, Terror, &amp; Mass Murder, 1938-1941</li> <li>2. Holocaust: The Final Solution, 1941-1945</li> </ol> <p><u>Media:</u> Film: <i>The Pianist</i> (2002) (segments)</p>	<p><u>Selections from <i>Der Stuermer</i> (1930s)</u></p> <p><u>The Wannsee Conference (Jan. 20, 1942) Meeting Minutes</u></p> <p><u>Hermann Friedrich Graebe: Account of Holocaust Mass Shooting (1942)</u></p> <p>Survivor Interview: <u>Treblinka gas chambers (1990)</u></p> <p>Survivor Interview: <u>Raoul Wallenberg's efforts to save Jews (1990)</u></p>
August 3	<ol style="list-style-type: none"> <li>1. Mussolini’s Fall &amp; the End of Italian Fascism</li> <li>2. Collapse of the “Thousand Year Reich”</li> </ol> <p><u>Media:</u> Film: <i>Der Untergang</i> (Downfall) (2004) (segments)</p>	<p><b>Paxton: pp. 164-171</b></p> <p><u>Adolf Hitler, “Final Political Testament” (Apr. 29, 1945)</u></p> <p><u>“Downfall and Beyond” – Martin Brady and Helen Hughes (pp. 94-104, 110-112)</u></p>
August 8	<ol style="list-style-type: none"> <li>1. Victors not Liberators: Allied Occupation of Germany</li> <li>2. The Cold War &amp; the Division of Germany, 1947-1949</li> </ol> <p><i>Group Discussion #4: Exorcising Totalitarianism</i></p> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>▪ Historical film footage: <u>The Nuremburg Trials, 1945-1946</u></li> <li>▪ Film: <i>Lore</i> (2012) (segments)</li> </ul> <p><b>RESEARCH PAPER DUE (40%)</b></p>	<p><u>“Analysis of Denazification Categories in the Western Occupation Zones,” (1949-1950)</u></p> <p><u>A Woman in Berlin (Apr. 20, 1945) (excerpt)</u></p>

August 10	<p>1. The End of Stalinism, 1945-1953</p> <p>2. De-Stalinization &amp; the Cold War</p> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>▪ <u>Historical film footage: “Joseph Stalin’s Funeral,” 1953</u></li> <li>▪ <u>Documentary: “After Stalin”</u></li> </ul>	<p><u>Alexander Solzhenitsyn, “What I Learned in the Gulag” (1973)</u></p> <p><u>Nikita Khrushchev, “The Secret Speech: On the Cult of Personality” (1956)</u></p> <p><u>Soviet Statement: Friendship and Co-operation Between the Soviet Union and Other Socialist States (Oct. 30, 1956)</u></p>
August 15	<p>1. Collapse of the Soviet Union &amp; Putin’s Russia</p> <p>2. Totalitarianism Revisited</p> <p><i>Group Work #5: Totalitarianism Revisited</i></p> <p><b>FINAL EXAM DISTRIBUTED</b></p>	<p><u>Revolution in Eastern Europe: 1989</u></p> <p><u>“Russia’s New Totalitarianism Depends on Silence,” Vladimir Ryzhkov, <i>The Moscow Times</i> (Apr. 23, 2015)</u></p> <p><u>“Putin’s Russia ‘Already Almost a Totalitarian State,’ Democratic Activists Say,” Paul Goble, <i>The Interpreter</i> (May 20, 2014)</u></p>
<b>August 18: FINAL EXAM DUE (30%)</b>		

**Important Departmental, Faculty, and University Information**

*For updates and notifications, follow our departmental twitter @ucalgaryhist*

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

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

**Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

**Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

**Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding

Percentage	Letter Grade	Grade Point Value	Description
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)),

plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

**Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). The 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 grounds 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>

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [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).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>.

*Spring/Summer 2017*