



**Faculty of Arts  
Department of History  
Course Outline  
Winter 2023**

**HTST 487  
Brazilian History since 1500**

**Instructor:** Hendrik Kraay

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**Office Hours and Location/Method:** MW 10:00-10:50, Social Sciences 624 (in person)

**Classroom Location, Days and Times:** HNSC 124A

**Course Delivery:** In Person, MWF 9:00-9:50

**Description:**

This course surveys the history of Brazil, Latin America's largest and most populous country, from the beginnings of Portuguese colonization in 1500 to the present. A single-semester course on the history of such a large and diverse country is necessarily selective. In keeping with the recent Black Lives Matter movement in North America and the ongoing debates about race in Brazilian society, this semester's weekly readings will focus on selected topics in Afro-Brazilian history from the origins of slavery to the present, which we will set in the broader context of Brazilian history. Knowledge of Portuguese is not required for success in this course, but given that the majority of Brazilian history is written in that language, students with reading knowledge of Portuguese are urged to use sources in that language for their research papers.

**Learning Outcomes:**

After successfully completing HTST 487, you will be able to do the following:

1. Explain key developments in Brazilian history from 1500 to the present.
2. Situate Afro-Brazilian history within the scope of Brazilian history.
3. Critically read and assess secondary sources (articles and book chapters) to identify theses, summarize and analyze historical arguments, and evaluate sources.
4. Communicate your understanding of historical arguments in class discussions.
5. Conduct research for suitable secondary sources for the study of Brazilian history.
6. Express historical arguments in written form based on secondary sources.

**Required Reading Material:**

***Textbook Available for Purchase at the Bookstore:***

James N. Green and Thomas E. Skidmore, *Brazil: Five Centuries of Change*. 3<sup>rd</sup> Ed.  
Oxford: Oxford University Press, 2022.

***Free:***

Articles for Weekly Readings, available via D2L Reading List in the Tools tab.

*The History Student's Handbook: A Short Guide to Writing History Essays*, on D2L.

<b>Assessment</b>			
<b>Method</b>	<b>Due Date</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Two Articles Analysis Essays	12:00 pm, Thursdays on Dates To Be Selected	20%	2, 3, 6
Seminar Participation	9:00-9:50 am, most Fridays	10%	2, 4
Seminar Discussion Question or Comment	8:00 am, Fridays	5%	2, 3
Bibliography and Outline (Research Paper Proposal)	13 March	5%	5
Research Paper	31 March	35%	6
Take-Home Final Examination	17 April	25%	1, 2
<b>Total</b>		<b>100%</b>	

### **Grading Policies**

All grades will be assigned as percentages; the official department conversion to letter grades is included in the attachment to this syllabus. See the grading policies specific to each assignment below. If you have any questions about your graded work, please come to see me in office hours or book an appointment for another time.

### **Details on Methods of Assessment**

This course is a combination of lectures and seminars. You will be assessed in several different ways in this course. Some of the assignments in this course have specific instructions. Please read the following sections of this syllabus carefully, along with supplementary instructions that may be posted on D2L.

**Articles Analysis Essays:** Prior to two of the seminars, you will write a 500-750-word articles analysis essay that addresses in essay form the following five questions about the articles or books chapters to be discussed:

1. What is the issue that these two authors address? What are the authors' theses (the arguments that each author makes about the topic)?
2. How do the authors go about defending their theses?
3. What sources do the authors use to provide evidence in support of the articles' theses?
4. Offer some constructive criticism of the articles. What logical problems do you see with the articles? Do the authors use evidence well? Can other conclusions be drawn from the same evidence? Do the authors have any assumptions that lead

- them to make questionable assertions? Do the authors omit important questions? How would consideration of these questions change their conclusions?
5. Consider whether the two authors agree or disagree. What differences or similarities in approach do you see in their analysis? If the authors disagree, with whom do you agree? Why? If the authors agree, who presented the better argument? Why?

Because the articles analysis essays prepare you to lead the discussion (and help me to prepare), they are due to the respective D2L dropbox at 12:00 noon on the Thursday before the discussion and late ones cannot be accepted. If a last-minute emergency makes it impossible for you to complete an articles analysis essay, let me know as soon as possible and I will assign you to another week.

You will select the two weeks in which you will do this assignment in the first week of class by signing up for two of the eight groups in D2L (one in the first four weeks of these seminars [27 January; 3, 10, 17 February] and one in the second four weeks of these seminars [3, 10, 17, 24 March]). Students who do not sign up for these groups by the end of the day on 20 January will be randomly assigned to them by D2L.

On the days for which you have prepared an articles analysis essay, you should come prepared to make a **brief** presentation of the major issues that you consider important in the two readings. This presentation should not exceed two minutes in length (practice it to ensure that you do not exceed the time limit). For this presentation, you may also wish to draw on the discussion questions or comments posted by students to the D2L discussion board.

Articles analysis essays must be properly footnoted according to the style mandated by *The History Student's Handbook*. Those that do not conform to this style will be returned for correction and no grade will be recorded until a correctly footnoted version is handed in. This is not intended to be punitive; rather, learning the scholarly conventions of a discipline – in this case, the academic convention of history footnotes – is an essential part of advanced courses in any field, just as essential as learning how to conjugate verbs in a foreign-language course or mastering the periodical table in a chemistry course.

If you are not satisfied with your grade on your first articles analysis essay, you may choose to write a third articles analysis essay and the best two out of the three grades will count toward this component of the course.

The seminar on 20 January will be a practice round for this assignment and we will also discuss preparing an articles analysis essay on that day.

Assessment of the articles analysis essays is based on your comprehension of the readings as expressed in your essay, the effectiveness of your answers to the five questions, and the quality of your writing.

Some aspects of this assignment will be easier to do for some sets of articles than for others and I will take this into account when grading the articles analysis essays.

***Seminar Participation:*** Most Friday class meetings will be devoted to discussion of two articles or book chapters. You should, therefore, have carefully read the articles before the seminar. Your participation in these seminars will be assessed on the basis of the quality of your contribution to these seminars over the entire semester, not simply your attendance at them. An interim seminar participation grade will be assigned at semester's mid-point, along with brief feedback on your

contributions thus far.

***Seminar Discussion Question or Comment:*** Before 8:00 am on each Friday for which a seminar is scheduled, you will post a question or comment for discussion on the two assigned articles to the respective D2L discussion board. These questions will help shape the seminar and our consideration of the articles. These questions may address issues raised by the questions in the articles analysis essay assignment or other concerns about the reading. You may also use the discussion thread to pose questions about the reading, to comment on points that you did not understand, or to signal things that surprised or puzzled you. This assignment will be assessed on a pass-fail basis, and you will receive a half percentage point for each week in which you make an informed contribution to this discussion.

***Research Paper:*** You will write one research paper of about 2000 words in length; it must conform to the style outlined in *The History Student's Handbook*. As reflected in the weight assigned to this component of HTST 487, selecting a topic and researching it are essential parts of this course. Your essay may examine any topic in Brazilian history since 1500, but given the course theme, it may be helpful to select a topic on Afro-Brazilian history. In due course, we will discuss writing a good research paper. A list of suggested topics and research aids available at the library is posted on the course D2L site. The research paper should be based on at least eight to ten substantial sources (including **both books and articles**, and excluding textbooks). The research paper is due on 31 March.

Your bibliography and outline (research paper proposal) is due on or before 13 March. The bibliography should include at least eight to ten substantial sources (including **both books and articles**, and excluding textbooks). There is no set format for the bibliography and outline, although the bibliography should, of course, conform to *The History Student's Handbook*. Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research paper is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper.

Bibliographies and outlines (research paper proposals) received after 13 March are not eligible to be raised to the same grade as that of the research paper.

No research papers can be accepted until the bibliography and outline (research paper proposal) has been received and returned.

Late research papers will be penalized three percentage points for each day that they are late. Research papers with footnotes and a bibliography that do not conform to *The History Student's Handbook* will be penalized ten percentage points.

Research papers will be assessed on the quality of your research; your comprehension of the books and articles on which the research paper is based; the effectiveness of your thesis statement; the logic, organization, and coherence of your argument; the quality of your writing; and the accuracy of your scholarly documentation (footnotes and bibliography).

***Final Examination:*** A take-home final examination will be distributed on 3 April and will be due on 17 April.

***Submission of Written Assignments:*** All written assignments should be submitted in Word format via the respective Dropbox on D2L. Dropbox folders for each assignment will only be available during the window that the assignment is due; dropbox folders for the seminar preparation essays will only be available to the students whose essays are due on that date. Please do not submit assignments via e-mail.

***Textbook:*** The textbook for this course, Green and Skidmore, *Brazil*, provides essential background material for the lectures and the seminar discussions. As is normal in history course, not everything in the textbook will be discussed in class, and the textbook readings are not always directly linked to the weekly topics, but I will highlight important points from the textbook in the lectures.

**Office Hours and E-mail:**

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during office hours, we can schedule an appointment for another time. Please include “HTST 487” in the subject line of your e-mail messages so that I can differentiate them from spam. I normally attend to e-mail later in the afternoons of workdays and normally do not respond to student e-mails on weekends and holidays.

**Academic Integrity Statement:**

See the attachment to this syllabus for a definition of plagiarism, a serious academic offence, and the procedures that the Faculty of Arts has instituted in cases of alleged plagiarism. Students are welcome to discuss course readings and assignments with each other.

**Learning Technologies Requirements:**

The D2L site for this course contains links to the required readings for the Friday seminars and other class resources. To succeed in this course, students will need reliable access to the following technology: internet access and computer, tablet, or other device to access D2L.

**Inclusiveness, Accommodation, Privacy, and Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called by a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting the university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record live classes will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, handouts, and weekly readings, are under the protection of copyright and may not be distributed to third parties.

<b>Weekly Schedule</b>		
<b>Dates</b>	<b>Reading</b>	<b>Important Dates</b>
<b>Part I: Colonial Brazil</b>		
	Textbook Reading: Green & Skidmore, chaps. 1-2.	
9-13 Jan.		
16-20 Jan.	Kathleen J. Higgins, "Masters and Slaves in a Mining Society: A Study of Eighteenth-Century Sabará, Minas Gerais," <i>Slavery and Abolition</i> 11:1 (May 1990): 58-73. Timothy Walker, "Slave Labor and Chocolate in Brazil: The Culture of Cacao Plantations in Amazonia and Bahia (17 <sup>th</sup> to 19 <sup>th</sup> Centuries)," in <i>Food and Foodways</i> 15:1-2 (Jan.-June 2007): 75-106.	20 Jan.: Seminar on Slave Labor (Higgins and Walker)
23-27 Jan.	Kalle Kananoja, "Pai Caetano Angola, Afro-Brazilian Magico-Religious Practices and Cultural Resistance in Minas Gerais in the Late Eighteenth Century," <i>Journal of African Diaspora Archaeology and Heritage</i> 2 (2013): 19-39. James E. Wadsworth, "Jurema and Batuque: Indians, Africans, and the Inquisition in Colonial Northeastern Brazil," <i>History of Religions</i> 46:6 (Nov. 2006): 140-61.	27 Jan.: Seminar on Slave Culture (Kananoja and Wadsworth); Group 1 AA Essay I due
<b>Part II: From Colony to Independent Empire</b>		
	Textbook Reading: Green & Skidmore, chaps. 2-4.	

Weekly Schedule		
Dates	Reading	Important Dates
30 Jan.- 3 Feb.	Luis Nicolau Parés, “Militiamen, Barbers, and Slave-Traders: Mina and Jeje Africans in a Catholic Brotherhood,” <i>Tempo</i> 20 (2014): 1-32. Miguel A. Valerio, “The Pardos’ Triumph: The Use of Festival Material Culture for Socioracial Promotion in Eighteenth-Century Pernambuco,” <i>Journal of Festive Studies</i> 3 (2021): 47-71.	3 Feb.: Seminar on Freed, Free, and <i>Mestiço</i> (Parés and Valerio); Group 2 AA Essay I due
6-10 Feb.	Kirsten Schultz, “The Crisis of Empire and the Problem of Slavery: Portugal and Brazil, c. 1700-1820,” <i>Common Knowledge</i> 11:2 (Spring 2005): 264-82. Hendrik Kraay, “Slaves, Indians, and the ‘Classes of Color’: Popular Participation in Brazilian Independence,” in <i>The Cambridge History of the Age of Atlantic Revolutions</i> , ed. Willem Klooster (Cambridge: Cambridge University Press, forthcoming).	10 Feb.: Seminar on Empire, Slavery, and Independence (Schultz and Kraay); Group 3 AA Essay I due
13-17 Feb.	Sidney Chalhoub, “Illegal Enslavement and the Precariousness of Freedom in Nineteenth-Century Brazil,” in <i>Assumed Identities: The Meanings of Race in the Atlantic World</i> , ed. John D. Garrigus and Christopher Morris (College Station: Texas A&M University Press, 2010), 88-115. Richard Graham, “Free Africans and the State in Slavery Times,” in <i>Racial Politics in Contemporary Brazil</i> , ed. Michael Hanchard (Durham: Duke University Press, 1999), 29-58.	17 Feb.: Seminar on Free and Enslaved in a Constitutional Monarchy (Graham and Chalhoub); Group 4 AA Essay I due
20-24 Feb.	Reading Week: No Class Meetings	
27 Feb.- 3 March	Hendrik Kraay, “Bystander Interventions and Literary Portrayals: White Slaves in Brazil, 1850s-1880s,” <i>Slavery and Abolition</i> 41:3 (2020): 599-622. Camillia Cowling, “Debating Womanhood, Defining Freedom: The Abolition of Slavery in 1880s Rio de Janeiro,” <i>Gender and History</i> 22:2 (Aug. 2010): 284-301.	3 March: Seminar on Race and Declining Slavery (Kraay and Cowling); Group 1 AA Essay II due

Weekly Schedule		
Dates	Reading	Important Dates
<b>Part III: From “Old Republic” to “New State”</b>		
	Textbook Reading: Green & Skidmore, chaps. 5-6.	
6-10 March	Leonardo Affonso de Miranda Pereira, “Flor do Abacate: Workers of African Descent, Dancing Associations, and Nationality in Rio de Janeiro, 1898-1914,” <i>Journal of Latin American Studies</i> 50:1 (Feb. 2018): 1-29. Livia Maria Tiede, “Frederico Baptista de Souza: The Formation of a Black Editor in the South Atlantic,” <i>Atlantic Studies</i> 18:4 (Dec. 2021): 526-43.	10 March: Seminar on Work and Culture after Abolition (Pereira and Tiede); Group 2 AA Essay II due
13-17 March	Sueann Caulfield, “Interracial Courtship in the Rio de Janeiro Courts, 1918-1940,” in <i>Race and Nation in Modern Latin America</i> , ed. Nancy Appelbaum et al. (Chapel Hill: University of North Carolina Press, 2003), 163-86. Scott Ickes, ““Adorned with a Mix of Faith and Profanity That Intoxicates the People”: The Festival of the Senhor do Bonfim in Salvador, Bahia, Brazil,” <i>Bulletin of Latin American Research</i> 24:2 (April 2005): 181-200.	13 March: Bibliography and Outline (Research Paper Proposal) due 17 March: Seminar on Race and Culture in Mid-Twentieth-Century Brazil (Caulfield and Ickes); Group 3 AA Essay II due
<b>Part IV: Modern Brazil</b>		
	Textbook Reading: Green & Skidmore, chaps. 7-11.	
20-24 March	Jerry Davila, “Challenging Racism in Brazil: Legal Suits in the Context of the 1951 Anti-Discrimination Law,” <i>Varia História</i> 33:61 (Jan.-April 2017): 163-85. Paulina L. Alberto, “Para Africano Ver: African-Bahian Exchanges in the Reinvention of Brazil’s Racial Democracy, 1961-63,” <i>Luso-Brazilian Review</i> 45:1 (2008): 78-117.	24 March: Seminar on Race and Racism in a “Racial Democracy” (Davila and Alberto); Group 4 AA Essay II due
27-31 March		31 March: Research Essay Due



<b>Weekly Schedule</b>		
<b>Dates</b>	<b>Reading</b>	<b>Important Dates</b>
3-7 April		7 April: No Class Meeting
10-12 April		10 April: No Class Meeting 17 April: Take-Home Final Examination due

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

**Writing**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

**Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's 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 more information, please see the University of Calgary [Student Academic Misconduct](#)

[Policy](#) documents, and visit the [Academic Integrity Website](#).

### **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). 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.

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 [Student Accessibility Services](#).

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health 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. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

### **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.

### **Copyright Legislation**

All 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](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that

occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

**Department of History Twitter @ucalgaryhist**

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