The course will consider the Canadian experience during the First World War. A variety of perspectives from military, social, cultural, political, intellectual, and gender history will be utilized. The emphasis will be on the dynamic relationship between what occurs on the battlefront and the domestic front. For example, overseas battles –military history- had a huge impact on recruitment, politics and the conscription crisis –national political history. Similarly, morale and how the soldiers fought and fared overseas –military history- depended on women’s willingness to volunteer and knit or to organize care packages –social and gender history. There will also be some attention to the periods before and after the war. Emphasis will be on thinking broadly about Canada’s contribution to the war effort and the impact of the war on Canada.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>DUE DATE</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Seminar Participation</td>
<td>Cumulative</td>
<td>30%</td>
</tr>
<tr>
<td>Book Review</td>
<td>March 13th 2019</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper Proposal</td>
<td>March 27th 2019</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>End of Term</td>
<td>40%</td>
</tr>
</tbody>
</table>
Textbooks

The following has been ordered by the University of Calgary Bookstore.

Required for Seminars # 3, 6, 7, & 11


McKay, Ian & Jamie Swift *The Vimy Trap: or, How We Learned to Stop Worrying and Love the Great War* (Toronto: Between the Lines, 2016)

Recommended: The following two books of essays are helpful for most Seminars. Each book provides at least one or two readings for most seminars.

Glassford, Sarah & Amy Shaw, eds., *A Sisterhood of Suffering and Service: Women and Girls of Canada and Newfoundland during the First World War*

Mackenzie, David ed., *Canada and the First World War: Essays ion Honour of Robert Craig Brown, 2nd edition*

1) Seminar Participation is an integral component of the course. Students will be assessed on the basis of their knowledge of the readings, quality of their participation, willingness to debate, and originality of their contribution. Showing up to class but saying very little warrants a grade of “C” or lower, as I will assume that you have not done the reading. The seminar is only as good as the amount and quality of student participation. Poor attendance will lead to a grade of “D” or lower for this component of the course.

Normally, students are expected to read a book a week or its equivalent or 3-5 academic journal articles.

2) The book review should be approximately 3-5 pp. or 750-1,200 words.

Book reviews are not summaries of a book. A good book review should strive to 1) outline the author’s major argument or thesis and 2) provide a critique of the historical argument. You may briefly summarize the historical narrative or contents but must focus your review on the historical argument being made and how effectively the author has supported this argument with
historical evidence. If you can, you may also suggest how the book’s argument relates to the wider historiography about the subject.

Fuller instructions and guidelines for writing book reviews can be found on the course D2L site in the Modules folder. A consolidated list of books that can be reviewed also appears on the D2L website for this course. **Students are encouraged to select a book that relates to their research topic. In that case, the book review can serve as preliminary writing for the research paper.**

**STUDENTS ARE REQUIRED TO CONSULT WITH THE INSTRUCTOR ABOUT THEIR RESEARCH TOPIC**

3) The **research paper proposal** is a crucial stage in the preparation of the research paper. It should contain the following:

- outline of topic with some discussion of the primary research question.

- discussion of the significance of the topic or subject or put another way, why you have selected this topic and why it is important.

- major primary and secondary sources that will form the foundation of the paper

- a bibliography

N.B. These proposals should be at least 2 or 3 pages, including the bibliography.

4) The **research paper** should be approximately 12-15 pp in length, including notes and bibliography. The paper should include primary source material. There are numerous printed and on-line primary sources that are easily accessible. A list appears in Appendix 2.

The notes and bibliography MUST conform to the **Chicago Style** outlined in the Department’s History Student’s Handbook: A Short Guide to Writing History Essays, which can be accessed on the Department of History web page at [http://hist.ucalgary.ca](http://hist.ucalgary.ca)

**Course Policies**

- Assignments are to be submitted by hard copy. Please DO NOT submit electronic copies of assignments. They will not be accepted.

- Deadlines are Firm (Students seeking extensions MUST consult with the Instructor, Dr. Marshall. Assignments that are submitted more than ONE week after the DUE DATE must be accompanied by documentation indicating a valid reason, i.e. illness,
compassion, for the late submission. Failure to follow these guidelines will result in a deduction of ONE LETTER GRADE PER DAY, i.e. from a B to a B- to a C+ etc.

- Students MUST keep a 2nd copy of all their assignments.
- D-2L is utilized for all the course documents. The following is on D-2L: contact information, course syllabus; and detailed descriptions of assignments or Modules.
- Lap-Top Computers, of course, can be utilized by students for the purposes of note-taking. But the purpose of the seminar is to be engaged in debate; and so, too much attention to note-taking distracts students from discussion.
- Office Hours: If you have any questions about the class, course material or the assignments, please visit the instructor during their scheduled office hours. If the office hours are not convenient, an appointment can easily be arranged.
- E-mail protocol: When e-mailing, you must use your University of Calgary account, so that I can identify the correspondent as a student. It is also helpful to use Htst. 520 in the subject line. E-mails will be responded to in a timely manner, normally within 24 hours, except over the weekends. If your e-mail requires a lengthy response, you will be asked to make arrangements to come and discuss things with in my office. A conversation about a complicated matter is usually much more efficient, informative and helpful than long e-mail correspondence.

SEMINARS AND READINGS:

Readings are all available through the University of Calgary Library. Articles are available online and many of the monographs are available as e-books.

Students should also consider this bibliography as a foundation for many of the research essay topics that they may choose.

For each seminar, students should read at least ONE monograph or 3-5 articles.

Books marked with an *asterix are eligible for the book review.

Preliminary Reading:


1. Jan. 23rd

Canadian Society and the Outbreak of War: August 1914

*Moss, Mark, Manliness and Militarism: Educating Young Boys in Ontario for War

Harris, Stephen J. Canadian Brass: the Making of a Professional Army, 1860-1939


*Pitsula, James, For All We Have and Are: Regina and the Experience of the Great War http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/428426

*Miller, Ian Hugh, Our Glory & Our Grief: Torontonians and the Great War http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/418219

Rutherdale, Robert, “Canada’s August Festival: Communitas, Liminality, and Social Memory,” Canadian Historical Review 77 (1996)

Gallant, David, Armageddon: Western Canadian Newspapers at the Outbreak of the Great War”, Manitoba History,

O'Brien, Mike, "Manhood and the Militia Myth: Masculinity, Class and Militarism in Ontario, 1902-1914," Labour/Le Travail, 42 (Fall 1998), 115-4
2. Jan. 30th

Mobilizing for War: The Voluntary Effort


*Clarke, Nic, *Unwanted Warriors: Rejected Volunteers of the Canadian Expeditionary Force*


3. Feb. 6th

Nature of Battle/Toll on the Soldier

Required Reading

Cook, Tim, *The Secret History of Soldiers: How Canadians Survived the Great War*

Supplementary Reading
*Morton, Desmond, *When Your Numbers Up: The Canadian Soldier in the First World War*

*Rawling, Bill, *Surviving Trench Warfare: Technology and the Canadian Corps, 1914-1918*

*Humphries, Mark, *A Weary Road: Shell Shock in the Canadian Expeditionary Force, 1914-1918*


Cook, Tim, “The Politics of Surrender: Canadian Soldiers and the Killing of Prisoners in the Great War,” *Journal of Military History*, 70, 3 (July 2006)


Cook, Tim, “Wet Canteens and Worrying Mothers: Alcohol, Soldiers and Temperance Groups in the Great War”, *Social History/Histoire Sociale*

Cook , Tim, "“I will meet the world with a smile and a joke” Canadian Soldiers’ Humour in the Great War," *Canadian Military History*: Vol. 22: Iss. 2, Article 5.


Humphries, Mark, “War’s Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914-1939,” *Canadian Historical Review*, 91, 3 (September 2010)


Brenyo, Brent, ““Whatsoever a Man Soeth”: Sex Education about Venereal Disease, Racial Health, and Social Hygiene during the First World war”, *Canadian Military History*, Vol. 27, Issue 2, Article 2 (2018)


*Iarocci, Andrew, Shoestring Soldier: the 1st Canadian Division at War, 1914-1915* [http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/430857](http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/430857)


Brennan, Patrick, "Completely Worn Out by Service in France” Combat Stress and Breakdown among Senior Officers in the Canadian Corps," Canadian Military History: Vol. 18: Iss. 2 (2009)


4. Feb. 13th

Fighting the War on the Home Front

*Keshen, Jeffrey, Propaganda and Censorship During Canada’s Great War

*Fisher, Susan, R. Boys and Girls in No Man’s Land: English Canadian Children and the First World War

*Rutherdale, Robert, Hometown Horizons: Local Responses to Canada’s Great War [link]

*Pitsula, James, For All We Have and Are: Regina and the Experience of the Great War [link]

*Miller, Ian Hugh, Our Glory & Our Grief: Torontonians and the Great War [link]


Chaktsiris, Mary, ““Not Unless Necessary”: Student Response to war Work at the University of Toronto, 1914-1918” Histoire sociale/Social History, Vol. 47, No.94, June 2014

5. Feb. 27th

Minorities & Dissent

Minorities


*Winegard, Timothy, *For King and Kanata: Canadian Indians and the First World War*


Dissent on the Home Front

*Millman, Brock, *Polarity, Patriotism and Dissent in Great War Canada, 1914-1918*

*Shaw, Amy, *Crisis of Conscience: Conscientious Objection in Canada During the First World War* [http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/425105](http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/425105)

*Kordan, Bohdan, *Canada, the Great War, and the Enemy Alien Experience*

Campbell, William J., ""We Germans...are British Subjects" e First World War and the Curious Case of Berlin, Ontario, Canada," Canadian Military History: Vol. 21: Iss. 2, Article 5

Coschi, Mario, ““Be British or be Dead”: Primary Education in Berlin-Kitchener, Ontario, during the First World War”, Histoire Sociale/Social History, Vol. 47, No. 94, June 2014, 311-332

Epp, Frank, Mennonites in Canada, 1786-1920: The History of a Separate People

Socknat, Thomas, Witness Against War: Pacifism in Canada, 1900-1945, Chs. 1-3

Beynon, Francis Marion, Aleta Dey (1919)

Labour


Heron, Craig, ed., The Workers Revolt in Canada, 1917-1925


6. March 6th

Women, Nursing & the Great War

Required Reading

McKenzie, Andrea, ed., War-Torn Exchanges: The Lives and Letters of Nursing Sisters Laura Holland and Mildred Forbes

Supplementary Reading


McKenzie, Andrea & Jane Ledwell, eds., L.M. Montgomery and War

Kennedy, Lynn, “‘Twas You, Mother, Made Me a Man’: The Motherhood Motif in the Poetry of the First World War,” in Glassford and Shaw, eds., *A Sisterhood of Suffering and Service*

Alexander, Kristine, “An Honour and a Burden: Canadian Girls and the Great War,” in Glassford and Shaw, eds., *A Sisterhood of Suffering and Service*


**The Franchise**

Thompson, John Herd, *Harvests of War: The Prairie West, 1914-1918*


Sangster, Joan, *One Hundred Years of Struggle: The History of Women and the Vote in Canada*

**7. March 13th**

**Conscription Crisis, The Union Government & the 1917 Election**

**Required Reading**

Dutil, Patrice & David Mackenzie, *Embattled Nation: Canada’s Wartime Election of 1917*

**Supplementary Reading**

*English, John, *The Decline of Politics: The Conservatives and the Party System, 1901-1920*

*Morton, Desmond, *A Peculiar Kind of Politics*


Morton, Desmond, “Polling the Soldier Vote: The Overseas Campaign in the Canadian General Election of 1917,” *Journal of Canadian Studies* 31 (1975)


---

8. March 20th

**The Meaning of Vimy and Reputation of General Currie**

**Vimy Ridge**

*Cook Tim, *Vimy: The Battle and the Legend*
Hayes, Geoffrey, et al, eds., *Vimy Ridge: A Canadian Reassessment*

Berton, Pierre, *Vimy*

Herwig, Holger, “‘The Battle Fortune of Marshal Hindenburg is not Bound Up With the Possession of a Hill’: The Germans and Vimy Ridge, April 1917” *Canadian Military History*, Vol. 25, Issue 2, Article 6

**General Currie**

*Sharpe, Robert J. The Last Day, the Last Hour: The Currie Libel Trial*

*Cook, Tim, The Madman and the Butcher: The Sensational Wars of Sam Hughes and General Arthur Currie*

Delaney, Douglas & Serge Marc Durflinger, eds., *Capturing Hill 70: Canada’s Forgotten Battle of the First World War*

Granatstein, J.L. *The Greatest Victory: Canada’s One Hundred Days*


**9. March 27th**

**Taking Care of the Veterans & Their Families**

*Morton, Desmond & Glenn Wright, Winning the Second Battle: Canadian Veterans and the Return to Civilian Life, 1915-1930*

*Morton, Desmond, Fight or Pay: Soldiers’ Families in the Great War*  http://dc8qa4cy3n.search.serialssolutions.com/?sid=sersol&SS_je=TC0000279467&title=Fight%20or%20Pay%20in%20the%20Great%20War


Morton, Desmond, “Resisting the Pension Evil: Bureaucracy, Democracy and Canada’s Board of


Isitt, Benjamin, Mutiny from Victoria to Vladivostock, December 1918, Canadian Historical Review, Vol. 87, No.2, June 2006

Neary, Peter, Zennosuke Inouye’s Land: A Canadian Veterans Affairs Dilemma”, Canadian Historical Review, Vol. 85, No.3,

10. April 3rd

Remembering & Memorializing the War


Evans, Suzanne, Mothers of Heroes, Mothers of Martyrs: World War and the Politics of Grief


Hucker, Jacqueline, “”Battle and Burial”: Recapturing the Cultural Meaning of Canada’s


Macpherson, Kathryn, “Carving Out a Past: The Canadian Nurses’ Association War memorial”, Histoire Sociale/Social History,


**Post-War Novels**


Montgomery, Lucy Maude, Rilla of Ingleside (1920)

Durkin, Douglas, The Magpie (1921)

Acland, Peregrine, All Else is Folly (1929)

Child, Phillip, God’s Sparrows (1937)

**Aftermath & Consequences**

*Bowker, Alan, A Time Such as there Never was Before: Canada after the Great War* [http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/446658](http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/446658)

11. April 10th
The Vimy Trap?: Canada’s False Consciousness about the First World War

McKay, Ian & Jamie Swift *The Vimy Trap: or, How We Learned to Stop Worrying and Love the Great War*

Alternate Seminar

Chaplains, Religious Faith at the Front & the Churches at Home

McGowan Mark, ed., Canon F. G. Scott, *The Great War as I Saw*  
*It* [http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/447720](http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/447720)

*McGowan, Mark, *The Imperial Irish: Canada’s Irish Catholics Fight the Great war, 1914-1918*

*Crerar, Duff, *Padre in No Man’s Land* [http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/400596](http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/400596)


Crerar, Duff, “In the day of the Battle: Canadian Catholic Chaplains in the Field”, *Canadian Catholic Historical Association, Historical Studies*, Vol. 61, 1995,


Marshall, David B., *Secularizing the Faith: Canadian Protestant Clergy and the Crisis of Belief, 1860-1940*, Ch. 5 “Battling with the Great War”
Marshall, David B., “‘Khaki has Become a Sacred Colour:’ The Methodist Church and Sanctification of World War One”, in Heath, Gordon L., ed., Canadian Churches and the First World War


The following scale will be used to determine final grades. Grades will be reported to the registrar as letter grades only.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>90-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
<td>Excellent – superior performance showing comprehensive understanding of subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
<td>Good – clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>63-66</td>
<td>Satisfactory – basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>60-62</td>
<td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>56-59</td>
<td>Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-55</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Fail – unsatisfactory performance or failure to meet course requirements</td>
</tr>
</tbody>
</table>
Important Departmental, Faculty, and University Information

*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.*

*Department 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. 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, 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 3rd 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.
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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.00</td>
<td>Outstanding</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent—superior performance showing comprehensive understanding of subject matter.</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Letter Grade</td>
<td>Grade Point Value</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>Good—clearly above average performance with knowledge of subject matter generally complete.</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td>Satisfactory—basic understanding of the subject matter.</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>Fail—unsatisfactory performance or failure to meet course requirements.</td>
</tr>
</tbody>
</table>

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). Your responses make a difference. Please participate in USRI surveys.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/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.

**Campus Resources for Mental Health:**

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 SU Wellness Centre (Room 370, MacEwan Student Centre, https://www.ucalgary.ca/wellnesscentre/services/mental-health-services) and the Campus Mental Health Strategy website (http://www.ucalgary.ca/mentalhealth/).

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
• 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
• Registration Changes and Exemption
  Requests: https://www.ucalgary.ca/registrar/registration/appeals.

Winter 2019