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DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

*POLI/HTST 551 – L01*  
*Women in Canadian Politics*  
*Winter 2016*

INSTRUCTORS:	Julie Killin	Brenda O’Neill
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OFFICE HOURS	Tuesdays 3:30 – 4:30	Tuesdays 3:30 – 4:30
COURSE LOCATION	SS 209	
COURSE DAY/TIME	Tuesdays 12:30 -3:15	

COURSE DESCRIPTION:

This course provides an introduction to the multiple ways in which gender and sex shape politics and policy in Canada. Topics addressed include a review of feminist political thought, the feminist/women’s movement in Canada, and a focus on women as individual political actors, including their participation as suffragettes, voters, party activists, interest group and social movement activists, legislators and political leaders. The course also reviews women’s political engagement around a set of political issues, including abortion and child care. The course proceeds as a seminar, with part of each class devoted to a short introduction to the topic’s key concepts and theories by the instructor, and the remaining time devoted to a discussion focussed on the assigned readings. As an upper-level course, significant student engagement, preparation and participation are expected.

REQUIRED TEXTBOOK(S):

- Jacquetta Newman and Linda White, *Women, Politics and Public Policy: The Political Struggles of Canadian Women*, 2<sup>nd</sup> edition (Don Mills, ON: Oxford, 2012).
- Linda Trimble, Jane Arscott, and Manon Tremblay, eds. *Stalled: The Representation of Women in Canadian Governments* (Vancouver, BC: UBC Press, 2013).

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
<b>Research Assignment</b>	30%	February 23
<b>Major Essay</b>	40%	First Draft: March 15 Final Draft &

		Response: April 12
<b>Peer Review</b>	10%	March: Distributed March 22 and due March 29
<b>Participation</b>	20%	Throughout the term
<b>Total</b>	<b>100%</b>	

**RESEARCH ASSIGNMENT:**

The research assignment is to write a paper similar to “A Day Without Feminism” (to be handed out in class) but for Canada rather than the United States. The objective is to accurately describe life for Canadian women and girls during the 1970s. “Life” for this assignment includes both private and public life: family, social and community activities, education, politics, and work among other things. You could focus on describing how laws (those in existence at the time) affected women; how society defined the “proper roles” for women in the home, at work, and at play; the percentage of women found in political institutions such as legislatures, cabinet, the courts and other institutions, including religious, educational, and business; and public opinion on women, women’s issues and women’s equality. These are suggestions for topics only; the list is not meant to be exhaustive.

As this is a research assignment, you must conduct significant research to provide an accurate and detailed portrait of life for women in Canada in 1970. Stretch yourself in trying to come up with reliable sources for information. Sources might include newspapers, either national or local; popular magazines (*Chatelaine* and *Macleans* are good places to start but can be hard to access); Statistics Canada and other Canadian government documents for information on the economy, labour market, and population socio-demographics; *Hansard*, for a record of the issues addressed by government; popular literature (fiction and non-fiction) for a sense of what people were reading; public speeches; and reports of public opinion polls for a picture of what people believed and their positions on issues. Secondary sources (e.g. academic treatments of women in politics in the 1970s) should also be mined for information (note, however, that greater credit will be awarded to primary sources of information). If necessary, talk to a librarian for help in finding sources and please do not rely solely on web sources and web searches (DanPahulje is the librarian for political science). And feel free to write in a less-formal style than is normally required in academic essays. In the past, students have submitted essays in the form of diaries, magazine and newspaper articles; as long as your paper includes a comprehensive description of life for women in the 1970s that builds on documented information and data, the format in which it is presented is up to you.

Your paper can be no more than 2500 words in length (the bibliography does not count toward this limit). This is not a long assignment so your goal should be efficiency. Your grade will reflect: **the quality of the research** (based in part on the number of dimensions tapped in your paper, the accuracy of your description and the breadth and quality of the sources employed); and **the quality of the writing**. As always, a proper referencing style must be employed. The paper is due on February 23 (see below for late penalties) and is worth 30% of the final grade. All papers are to be submitted via the digital drop box on the course D2L website as a MS Word or PDF file.

**MAJOR ESSAY:** Students have some choice of topic for their major essay assignment. The specific topics for the paper must fall under one of these more general topics: i) The Canadian Feminist Movement; ii) Women's Political Representation in Canada; or iii) Women and Public Policy in Canada. The papers can address contemporary or more historical elements of the topic. The essay should be 4,000 words in length, not including appendices and bibliography, following the standard requirements for academic essays including referencing (1 inch margins, double spaced). Students are free to use the course textbooks as sources in their essays; understand, however, that additional research is mandatory. Papers will be graded on four criteria: **support and development of an argument; quality of research and source use; organization; and writing and presentation.** The major essay is worth 40% of your overall grade. Students should submit their topic for approval via email by March 1 to ensure sufficient time to complete the essay. You are encouraged to take advantage of office hours to discuss your paper prior to this date. A first draft of your essay – without an identifying cover page – is due before midnight on March 15<sup>th</sup>; this is a relatively firm deadline giving the need for peer evaluations. Note that the first draft of an essay is polished and complete, but nevertheless a first attempt at the topic at hand. We will then distribute your paper anonymously to another student in the course to be peer-reviewed. These reviews will be forwarded to you by April 1 and a revised final version of the paper is due on April 12<sup>th</sup> via the Dropbox (see below for late penalties). Along with your final version you should include a brief response (no more than 500 words is necessary) to the anonymous comments that you received on your first draft. This response should explain what changes you made, or didn't make, given the peer review and a justification for these choices. The grade for this response will be built into the overall value of the essay: 1) No response or a poor response will result in a 3% drop in the value of the essay; 2) an acceptable response will have no impact on the essay grade; and 3) an excellent response will improve the essay grade by 3%. All papers and responses are to be submitted via the drop box on the course D2L website and they must be submitted in Microsoft Word format.

**PEER REVIEW:** A portion of the grade will be awarded according to the quality of review that you provide to another student's draft essay. Peer review is a fundamental component of academic research and writing. Although we will discuss the process of review more fully in class, generally the process is one designed to provide detailed commentary on the substance of the paper, with the goals of 1) evaluating the overall quality of the paper, 2) providing feedback designed to improve its quality, and 3) writing quality. The review should not concentrate on issues of grammar or spelling. While you can briefly identify any such problems, they are not the main point of peer review.

The review should be 750 words in length, is worth 10% of your overall grade and is due by midnight on March 29<sup>th</sup> to the digital drop box on the course D2L website in MS Word format. Class time on March 22<sup>nd</sup> will be dedicated to the review. This is also a relatively firm deadline given the need to provide time for revisions following the peer review.

**INDIVIDUAL PARTICIPATION:** A significant portion of the grade (20%) will be awarded to

individual participation. Significant class time will be devoted to a discussion of each week's readings, and the quality and quantity of participation in these discussions will be assessed throughout the term. Students should come to each class *with at least two thoughtful questions* – developed with the readings in mind – designed to generate discussion among the class members. Students should also have prepared responses to the “Questions for Critical Thought” at the end of each chapter of Newman and White. Students will be randomly called upon to share a prepared question or answer with the group. Participation requires attendance. Students who miss class without a documented reason will be penalized accordingly given their lack of participation during these absences.

**COURSE SCHEDULE & TOPICS:** The schedule is tentative and may change as the need arises.

DATE	TOPIC	READINGS
January 12	Introduction to Course and Research Assignment Discussion	<ul style="list-style-type: none"> <li>Jennifer Baumgardner and Amy Richards, “A Day Without Feminism” in <i>Manifesta: Young Women, Feminism and the Future</i> (New York: Farrar, Straus and Giroux, 2000), pp. 3-9. Reading posted on D2L webpage</li> <li>Newman and White, <i>Women, Politics and Public Policy</i>, Chapter 1</li> </ul>
January 19	The Canadian Political System: The Condensed Version	<ul style="list-style-type: none"> <li>Eugene Forsey, <i>How Canadians Govern Themselves</i>, 8<sup>th</sup> edition, (Ottawa: Library of Parliament, 2012) available online at <a href="http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/Home/Index-e.html">http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/Home/Index-e.html</a></li> <li>Jill Vickers, <i>Reinventing Political Science: A Feminist Approach</i> (Halifax: Fernwood, 1997), chapter 3 (available online, <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10192246">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10192246</a>)</li> </ul>
January 26	Feminist Political Theory	<ul style="list-style-type: none"> <li>Newman and White, <i>Women, Politics and Public Policy</i>, Chapters 2 &amp; 3</li> <li>Video “My Feminism” (see summary at <a href="http://www.wmm.com/filmcatalog/pages/c412.shtml">http://www.wmm.com/filmcatalog/pages/c412.shtml</a>)</li> </ul>
February 2	The Canadian Women’s Movement	<ul style="list-style-type: none"> <li>Newman and White, <i>Women, Politics and Public Policy</i>, Chapter 4</li> <li>Naomi Black, “The Canadian Women’s Movement: The Second Wave,” in Sandra Burt, Lorraine Code and Lindsay Dorney, eds., <i>Changing Patterns: Women in Canada</i>, 2<sup>nd</sup> ed., (Toronto: McClelland and Stewart, 1993), pp. 151-76 (reading placed on reserve in TFDL)</li> <li>Natasha Pinterics, “Riding the Feminist Waves: In with the Third?,” <i>Canadian Woman Studies</i> 20/21:4/1 (2001), 15-21 (Available</li> </ul>

		<p>online:  <a href="http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/217463158/fulltext/1C0C1E772C864698PQ/3?accountid=9838">http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/217463158/fulltext/1C0C1E772C864698PQ/3?accountid=9838</a>)</p> <ul style="list-style-type: none"> <li>• Video “Status Quo: The Unfinished Business of Feminism in Canada” (see <a href="http://www.nfb.ca/film/status_quo_the_unfinished_business_of_feminism">http://www.nfb.ca/film/status_quo_the_unfinished_business_of_feminism</a>)</li> </ul>
February 9	Women in the Private and Public Spheres	<ul style="list-style-type: none"> <li>• Newman and White, <i>Women, Politics and Public Policy</i>, Chapters 7 &amp; 9</li> <li>• Susan McDaniel, “The Changing Canadian Family: Women’s Roles and the Impact of Feminism,” in Sandra Burt, Lorraine Code and Lindsay Dorney, eds., <i>Changing Patterns: Women in Canada</i> (Toronto: McClelland and Stewart, 1988), 103-28 (reading placed on reserve at TFDL)</li> <li>• Additional reference (not required reading): Statistics Canada. <i>Women in Canada: A Gender-based Statistical Report, 6<sup>th</sup> ed., 2010/11</i>, available at <a href="http://www5.statcan.gc.ca/olc-olc.action?objId=89-503-X&amp;objType=2&amp;lang=en&amp;limit=0">http://www5.statcan.gc.ca/olc-olc.action?objId=89-503-X&amp;objType=2&amp;lang=en&amp;limit=0</a></li> </ul>
February 16	Reading Week – No Classes	
February 23	Public Policy-Making and Women  <i>Research Project Due</i>	<ul style="list-style-type: none"> <li>• Newman and White, <i>Women, Politics and Public Policy</i>, Chapter 6</li> <li>• Canadian Labour Congress and the Canadian Feminist Alliance for International Action, <i>Reality Check: Women in Canada and the Beijing Declaration and Platform for Action Fifteen Years On</i>, February 22<sup>nd</sup>, 2010 available online and for download at: <a href="http://www.cwhn.ca/en/node/41991">http://www.cwhn.ca/en/node/41991</a></li> <li>• Video: “Finding Dawn” (see summary at <a href="http://www.wmm.com/filmcatalog/pages/c725.shtml">http://www.wmm.com/filmcatalog/pages/c725.shtml</a>)</li> </ul>
March 1	The Family, Law, and Public Policy	<ul style="list-style-type: none"> <li>• Newman and White, <i>Women, Politics and Public Policy</i>, Chapters 8 &amp; 10</li> <li>• Pasolli, Kelly E. 2015. “Comparing Child Care Policy in the Canadian Provinces” <i>Canadian Political Science Review</i> 9 (2): 63-78. (Available online: <a href="http://ojs.unbc.ca/index.php/cpsr/article/view/541/938">http://ojs.unbc.ca/index.php/cpsr/article/view/541/938</a>)</li> </ul>

		<ul style="list-style-type: none"> <li>• Marina Morrow, Olena Hankivsky, and Colleen Varcoe, "Women and Violence: The Effects of Dismantling the Welfare State," <i>Critical Social Policy</i> (2004) 24(3): 358-384 (available online: <a href="http://csp.sagepub.com.ezproxy.lib.ucalgary.ca/content/24/3/358.full.pdf+html">http://csp.sagepub.com.ezproxy.lib.ucalgary.ca/content/24/3/358.full.pdf+html</a>)</li> </ul>
March 8	Women's Bodies, Reproductive Freedom and Technology	<ul style="list-style-type: none"> <li>• Newman and White, <i>Women, Politics and Public Policy</i>, Chapters 11 &amp; 12</li> <li>• Francesca Scala, Eric Montpetit, and Isabelle Fortier, "The NAC's Organizational Practices and the Politics of Assisted Reproductive Technologies in Canada," <i>Canadian Journal of Political Science</i> (2005) 38(3): 581-604 (available online: <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/25165844?pq-origsite=summon&amp;seq=1-page_scan_tab_contents">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/25165844?pq-origsite=summon&amp;seq=1-page_scan_tab_contents</a>)</li> <li>• Chris Kaposy, "The Public Funding of Abortion in Canada: Going Beyond the Concept of Medical Necessity," <i>Medicine, Health Care and Philosophy</i> (2009) 12(3): 301-311 (available online: <a href="http://dc8qa4cy3n.search.serialssolutions.com/?rft.title=medicine,+health+care,+and+philosophy&amp;url_ver=Z39.88-2004&amp;SS_LibHash=DC8QA4CY3N&amp;l=DC8QA4CY3N&amp;SS_ReferentFormat=JournalFormat&amp;rft.genre=article&amp;rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&amp;">http://dc8qa4cy3n.search.serialssolutions.com/?rft.title=medicine,+health+care,+and+philosophy&amp;url_ver=Z39.88-2004&amp;SS_LibHash=DC8QA4CY3N&amp;l=DC8QA4CY3N&amp;SS_ReferentFormat=JournalFormat&amp;rft.genre=article&amp;rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&amp;</a>)</li> <li>• Julie Cool, <i>Prostitution in Canada: An Overview</i> (Ottawa: Library of Parliament, 2004), available for download online at <a href="http://publications.gc.ca/site/archivee-archived.html?url=http://publications.gc.ca/collections/Collection-R/LoPBdP/PRB-e/PRB0443-e.pdf">http://publications.gc.ca/site/archivee-archived.html?url=http://publications.gc.ca/collections/Collection-R/LoPBdP/PRB-e/PRB0443-e.pdf</a> (this is an archived file; you'll need to click the online PDF link to get to the file)</li> </ul>
March 15	Women and Political Representation	<ul style="list-style-type: none"> <li>• Newman and White, <i>Women, Politics and Public Policy</i>, Chapter 5</li> <li>• Trimble, Arscott and Tremblay, <i>Stalled</i>, Introduction and Chapters 1, 12, 13 and 14</li> <li>• Brenda O'Neill, "Unpacking Gender's Role in Political Representation in Canada," <i>Canadian Parliamentary Review</i> 38(2), 2015, pp. 22-30</li> </ul>

		(available online: <a href="http://www.revparl.ca/english/issue.asp?param=223&amp;art=1643">http://www.revparl.ca/english/issue.asp?param=223&amp;art=1643</a> )
March 22	Peer Review	<ul style="list-style-type: none"> <li>• There are a number of guides to producing an article peer review available on line. Here is a selection that we think are particularly helpful:</li> <li>• <a href="http://www.ncfr.org/jmf/jmf-reviewers/reviewer-guidelines">http://www.ncfr.org/jmf/jmf-reviewers/reviewer-guidelines</a></li> <li>• <a href="https://academicskills.anu.edu.au/node/492">https://academicskills.anu.edu.au/node/492</a></li> </ul>
March 29	Women's Representation in the Provinces  <i>Peer Review Due</i>	<ul style="list-style-type: none"> <li>• Trimble, Arscott and Tremblay, Chapters 2 through 11</li> </ul>
April 5	Gender, Elections and Political Behaviour	<ul style="list-style-type: none"> <li>• Elisabeth Gidengil et al., "Women to the Left? Gender Differences in Political Beliefs and Policy Preferences," in Linda Trimble and Manon Tremblay, eds., <i>Women and Electoral Politics in Canada</i> (Don Mills, ON: Oxford, 2003), pp. 140-159 (available online: <a href="http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10334889&amp;pg=6">http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10334889&amp;pg=6</a>)</li> <li>• Elizabeth Goodyear-Grant, "Who Votes for Women Candidates and Why? Evidence from Recent Canadian Elections," in Cameron D. Anderson and Laura B. Stephenson, eds., <i>Voting Behaviour in Canada</i> (Vancouver, BC: UBC Press, 2010), pp. 43-64 (PDF posted on Course D2L webpage)</li> <li>• Video (November 16): "Kim Campbell: Through the Looking Glass" (see summary at <a href="http://www.umanitoba.ca/cm/vol7/no16/kim.html">http://www.umanitoba.ca/cm/vol7/no16/kim.html</a>)</li> </ul>
April 12	Wrap up	<ul style="list-style-type: none"> <li>• Sylvia Bashevkin, <i>Women, Power, Politics: The Hidden Story of Canada's Unfinished Democracy</i>, (Don Mills, ON: Oxford, 2009), chapter 6 (reading posted on course D2L webpage)</li> <li>• Sharon Carstairs and Tim Higgins, <i>Dancing Backwards: A Social History of Canadian Women in Politics</i> (Winnipeg, MB: Heartland, 2004), epilogue (Reading posted on course D2L webpage)</li> <li>• Review and critique the current entry in</li> </ul>

		<p>Wikipedia for “Women in Canadian politics” at <a href="http://en.wikipedia.org/wiki/Women_in_Canadian_politics">http://en.wikipedia.org/wiki/Women_in_Canadian_politics</a></p>
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GRADE SCALE The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Students will be penalized 5 percentage points per day for late assignments including weekends (submission time and date will be recorded when papers are submitted via the digital drop box on D2L; note that a “day” begins at 12:01 am and ends at 11:59 pm). Extensions will be granted in *exceptional circumstances only* (see the instructor early and in person). Please note that being very busy does not constitute an exceptional circumstance - budgeting your time to deal with competing demands is part of the learning that should take place at university. It is my responsibility to ensure that every student is treated fairly which necessitates denying extensions to those without a valid reason. A medical certificate must accompany papers that are late due to illness.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to one of the instructors during class or to make an appointment. It is to the student’s advantage to keep such appointments. Please note that if a question requires a detailed answer, email may not be the best form of communication. In these circumstances, please make an appointment.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cellphones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be



requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

#### Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at [www.ucalgary.ca/registrar/deferred\\_final](http://www.ucalgary.ca/registrar/deferred_final).

#### Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student can then proceed with an academic appeal. The first in an academic appeal is to set up a meeting with the Department Head.

#### University Regulations:

Students are encouraged to familiarize themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

#### Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

#### Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at [www.ucalgary.ca/pubs/calendar/current/k-2.html](http://www.ucalgary.ca/pubs/calendar/current/k-2.html). Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

#### Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In

practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests will be destroyed after three months; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)