



# ANCIENT MESOAMERICAN CITIES

ARKY 537  
Winter 2018

Dr. Elizabeth Paris  
Department of Anthropology and Archaeology

TR 15:30 – 16:45  
EDC 276

## COURSE DESCRIPTION

In this course, we will discuss and evaluate theoretical and methodological approaches to ancient cities and towns, with a particular focus on the cities of pre-Hispanic Mesoamerica. Readings and discussions will emphasize innovative approaches to the study of pre-modern urbanism, while also addressing key theoretical contributions and debates in the field. Readings will particularly address topics such as the relationship between city and polity; networks approaches, and the study of neighborhoods and districts.

This is seminar-format course, and requires significant participation during in-class discussions. Students should have a basic background in the culture history of Mesoamerica.

## WHAT WILL YOU LEARN?

By the end of this course, students should be able to:

- Describe the historical development of the study of Mesoamerican urbanism, including key debates in the field
- Discuss and debate the current theoretical approaches and methods used to study ancient Mesoamerican cities in archaeology today.
- Apply innovative theoretical concepts and methods to particular case studies and topics.
- Develop professional research skills, including formal writing in the discipline, and formal presentation of research results.

**Office:** ES 818

**Office Hours:** T 12:15-1:45 PM and by appointment

**EMAIL:** [ELIZABETH.PARIS@UCALGARY.CA](mailto:ELIZABETH.PARIS@UCALGARY.CA)

Please expect 48 hours for a response. If more than 48 hours have passed with no reply, check the email address and re-send. Please use your UCalgary email address for course business.

## REQUIRED READINGS

Course textbooks:

Scott Hutson, 2016. *The Ancient Urban Maya: Neighborhoods, Inequality, and Built Form*. University Press of Florida.

José Luis de Rojas. *Tenochtitlan: Capital of the Aztec Empire*. University Press of Florida.

Michael E. Smith. 2008. *Aztec City-State Capitals*. University Press of Florida.

For additional culture history (optional):

Evans, Susan T. 2013. *Ancient Mexico and Central America: Archaeology and Culture History*, 3<sup>rd</sup> ed. Thames and Hudson.

Additional readings will be listed on D2L. PDF copies and links to articles, book chapters and videos will be posted on D2L in modules that correspond to the week in which they are due.

All readings are required!

## COURSE STRUCTURE

Grades will be based on the following course activities:

1.	Attendance and participation	20%	See schedule
2.	Discussion leadership	5%	See schedule
2.	Case study presentation	20%	See schedule
3.	Final paper presentation	15%	April 12, due in class
4.	Final paper	40%	April 15, due on D2L

**NOTE: There is no registrar-scheduled final examination for this course.**

In this class, grades are assigned according to the following chart:

Percentages	Letter grade	Interpretation
97-100%	A+	<i>The A range denotes excellent performance.</i>
90-96%	A	
86-89%	A-	
82-85%	B+	<i>The B range denotes good performance.</i>
78-81%	B	
74-77%	B-	
70-73%	C+	<i>The C range denotes satisfactory performance.</i>
66-69%	C	
62-65%	C-	
56-61%	D+	<i>The D range denotes unsatisfactory performance.</i>
50-55%	D	
<50%	F	<i>An F denotes failing performance.</i>

## EVALUATION METHODS

This class will be run in a seminar format, based on the discussion and debate of assigned readings. You will be expected to attend all course meetings, and participate fully in course activities.

### 1. ATTENDANCE AND PARTICIPATION (20%)

This course will be in a seminar format, and students will be graded for their participation in in-class discussions and activities.

- Grading for “participation” assumes that you come to class regularly and on time, ready to talk about the required reading/assignments, or to provide useful comments on classmates’ presentations. Please come prepared to comment on and discuss class-related material in a way that demonstrates to me that you have done the readings and thought seriously about them. You must also follow the rules of course etiquette (see below).
- Grades for each course meeting will be assessed through a “check-plus/check/check-minus/absent” system with a corresponding number of points (4-3-2-0), and will be assessed as a

proportion of the total number of possible points.

- If you find you are having difficulties in class, please meet with me early in the semester to work on them. It will be hard to turn things around if you wait until the last two weeks of class to seek help.
- Each student is allowed one absence without penalty (scheduled discussion leadership cannot be missed without an official excuse as per university policy). Your attendance will be calculated as a specific proportion of 26 course meetings. Two late arrivals (i.e., walking into class after attendance has been taken) will count as one absence when calculating attendance. I take attendance at the beginning of class. Where students have absences with an official university excuse, the grade will be calculated as a proportion from the course meetings attended.

## 2. DISCUSSION LEADERSHIP (5%)

On the first day of class, you will sign up to lead one week of discussion for the class. Each student will be responsible for leading the discussion on the assigned course readings for that week. Additionally, each student will be responsible for finding and reading a scholarly article, book, or book chapter relating to the theme of the discussion. Students will send the UCalgary library link or PDF file to the instructor 48 hours prior to their discussion to add to the class resources on D2L. Students will be evaluated based on the appropriateness of the article for the topic, and the quality of the article, in addition to their overall performance as discussion leader.

## 3. CASE STUDY PRESENTATION (20%)

You will be asked to make one 30-minute Powerpoint presentation on a specific ancient city, town, or urban network in pre-Hispanic Mesoamerica. Highlight past and current approaches to studying the organization of the city, with respect to specific methodological and/or theoretical concepts discussed in class. Presentations that compare pre-Hispanic Mesoamerican cities to other pre-industrial cities will be considered on request, and on a case-by-case basis. Please provide the class with a one-page list of the best references on your case study.

## 4. FINAL PAPER PRESENTATION (15%) and WRITTEN PAPER (40%)

Your final assignment in this class will consist of two parts: a written paper, in the style of a research article; and an in-class presentation that presents the findings of your paper. You may choose to do an original project that analyzes published data in new ways, or you may write a theoretical or methodological paper that reviews the literature in the area of your own research interests. Topics can be negotiated with the instructor, but must pertain to the themes of the class.

The in-class presentation will take place on the last day of class, **Thursday, April 12**. It should be prepared in the format of a 20-minute, professional archaeology conference-style presentation. You are encouraged to use conference-style Powerpoint slides to accompany your presentation.

Written papers should be typed and should be at least 20 pages of text, double-spaced, with a standard 12 point font (Arial, Calibri, TNR). Figures, tables and citations are not counted in the 20-page limit, and should conform to Latin American Antiquity style. The written version of the final paper must be uploaded to D2L by **Sunday, April 15, at 11:59 pm**.

As it is possible to turn in written assignments prior to the due date, foreseen schedule conflicts resulting from university athletic competitions, religious observances, etc. must be arranged individually with the professor in advance. Unforeseen emergency or situations should be reported to the professor as soon as possible, and any alternative arrangements will be based on individual circumstances.

# COURSE SCHEDULE

Students should do all readings and assignments during the week in which they are assigned.

\*\*Note that this syllabus is subject to change at any time at the professor's discretion.

WEEK	DUE DATE	TOPICS AND READINGS
Week 1	T, Jan. 9	<b>Topic: Introduction to the course</b>
	R, Jan.11	<b>Topic: The Classics</b> Childe, V. Gordon. 1950. The Urban Revolution. <i>The Town Planning Review</i> 21(1):3-17. Childe, V. Gordon. 1957 Civilization, cities, and towns. <i>Antiquity</i> 31(121): 36-38. Sjoberg, Gideon. 1960 <i>The Preindustrial City, Past and Present</i> . Free Press, Glencoe, IL (selection)
Week 2	T, Jan. 16	<b>Topic: Theoretical perspectives I</b> Southall, Aidan 1998 <i>The City in Time and Space</i> . Cambridge University Press, Cambridge. (Pick a chapter) Cowgill, George L. 2004. Origins and Development of Urbanism: Archaeological Perspectives. <i>Annual Review of Anthropology</i> 33: 525-549.
	R, Jan. 18	<b>Topic: Theoretical perspectives II</b> Smith, Michael E. 2011. Empirical Urban Theory for Archaeologists. <i>Journal of Archaeological Method and Theory</i> 18:167-192. Joyce, Arthur A. 2009. Theorizing Urbanism in Ancient Mesoamerica 20:189-196. Joyce, Arthur A., and Marcus Winter. 1996. Ideology, power, and urban society in pre-Hispanic Oaxaca. <i>Current Anthropology</i> 37(1): 33-47.
Week 3	T, Jan. 23	<b>Topic: Early Cities in Mesoamerica</b> Pool, Christopher A. 2003. Centers and peripheries: Urbanization and political economy at Tres Zapotes. <i>Settlement Archaeology and Political Economy at Tres Zapotes, Veracruz, Mexico</i> , pp. 90-98. Kowlewski, Stephen A. 1990 The Evolution of Complexity in the Valley of Oaxaca. <i>Annual Review of Anthropology</i> 19:39-58. Hansen, Richard D. 2001. The first cities: The beginnings of urbanization and state formation in the Maya Lowlands. <i>Maya: Divine Kings of the Rainforest</i> .
	R, Jan. 25	<b>Topic: Urbanism and Complexity</b> Nelson, Ben A. 1995. Complexity, Hierarchy, and Scale: A Controlled Comparison between Chaco Canyon, New Mexico, and la Quemada, Zacatecas. <i>American Antiquity</i> 60(4):597-618. Balkansky, Andrew. 1998. Urbanism and Early State Formation in the Huamelulpan Valley of Southern Mexico. <i>Latin American Antiquity</i> 9(1):37-67.
Week 4	T, Jan. 30	<b>Topic: City size and density</b> Smith, Michael E. 2005. City Size in Late Postclassic Mesoamerica. <i>Journal of Urban History</i> 31(4): 403-434. Cowgill, George 2007 <i>The Urban Organization of Teotihuacan, Mexico</i> . In <i>Settlement and Society: Essays Dedicated to Robert McCormick Adams</i> . Los

		Angeles, CA and Chicago, IL: Cotsen Institute of Archaeology and The Oriental Institute, pp. 261-295.
Week 5	R, Feb. 1	<b>Topic: City-states and provincial capitals I</b>  Michael E. Smith 2008 Aztec City State Capitals. University Press of Florida, Gainesville.
	T, Feb. 6	<b>Topic: City-states and provincial capitals II</b>  Michael E. Smith 2008 Aztec City State Capitals. University Press of Florida, Gainesville.
	R, Feb. 8	<b>Topic: Low-density Urbanism</b>  Sanders, William T. and David Webster 1988. The Mesoamerican Urban Tradition. American Anthropologist 90(3): 521-546.  Smith, Michael E. 1989. Cities, Towns, and Urbanism: Comment on Sanders and Webster. American Anthropologist 91(2): 454-460.  Chase, Diane Z., Arlen F. Chase, and William A. Haviland. 1990 The Classic Maya City: Reconsidering the "Mesoamerican Urban Tradition." American Anthropologist 92: 499-506.
Week 6	T, Feb. 13	<b>Topic: Low-density Urbanism</b>  Chase, Arlen F., Diane Z. Chase, Christopher T. Fisher, Stephen J. Leisz, and John F. Weishampel. 2012. Geospatial revolution and remote sensing LiDAR in Mesoamerican archaeology. PNAS 109(32): 12916-12921.  Isendahl, Christian and Michael E. Smith 2013. Sustainable agrarian urbanism: The low-density cities of the Mayas and Aztecs. Cities 31: 132-143.  Lucero, Lisa J., Roland Fletcher and Robin Coningham. 2015. From 'collapse' to urban diaspora: the transformation of low-density, dispersed agrarian urbanism. Antiquity 89 (347):1139-1154.
	R, Feb. 15	<b>Topic: Minor centers and provincial capitals</b>  Iannone, Gyles. 2003 Rural Complexity in the Cahal Pech Microregion. In Perspectives on Ancient Maya Rural Complexity, edited by Gyles Iannone and Samuel V. Connell, pp. 13-26. Monograph No. 49, Cotsen Institute of Archaeology, University of California, Los Angeles.  Iannone, Gyles, and Samuel V. Connell 2003 Perspectives on Ancient Maya Rural Complexity: An Introduction. In Perspectives on Ancient Maya Rural Complexity, edited by Gyles Iannone and Samuel V. Connell, pp. 1-6. Monograph No. 49, Cotsen Institute of Archaeology, University of California, Los Angeles.
Week 7	T, Feb. 20	<b>Mid-Semester Break</b>
	R, Feb. 22	<b>Mid-Semester Break</b>
Week 8	T, Feb. 27	<b>Topic: The analysis of the built environment</b>  Smith, Michael E. 2007 Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning. Journal of Planning History 6(1):3-47.  Rapoport, Amos. 1982. The Meaning of the Built Environment: A Nonverbal Communication Approach. California: Sage Publications, Ltd.

	R, Mar. 1	<p><b>Topic: Site planning principles</b></p> <p>Hirth, Kenneth. 2000. Ch. 10: Public Architecture, Site Planning, and Urban Community Organization. In <i>Ancient Urbanism at Xochicalco</i>, pp.200-243</p> <p>Pollard, Helen P. 1977. An Analysis of Urban Zoning and Planning at Prehispanic Tzintzuntzan. <i>Proceedings of the American Philosophical Society</i> 121(1):46-69</p> <p>Ashmore, Wendy. 1991. Site Planning Principles and Concepts of Directionality Among the Ancient Maya. <i>Latin American Antiquity</i> 2(3):199-226.</p>
<b>Week 9</b>	T, Mar. 6	<p><b>Topic: Plazas and Markets I</b></p> <p>Shaw, Leslie C. 2012. The Elusive Maya Marketplace: An Archaeological Consideration of the Evidence. <i>Journal of Archaeological Research</i> 20(1): 117-155.</p> <p>Hutson 2000. Carnival and Contestation in the Aztec Marketplace. <i>Dialectical Anthropology</i> 25:123-149.</p>
	R, Mar. 8	<p><b>Topic: Plazas and Markets II</b></p> <p>Stark, Barbara. 2014. Ancient Open Space, Gardens and Parks: A Comparative Discussion of Mesoamerican Urbanism. In <i>Creekmore, Andrew T. and Fisher, Kevin D. Making Ancient Cities: Space and Place in Early Urban Societies</i>, pp. 370-406.</p> <p>Inomata, Takeshi. 2006. Plazas, Performers, and Spectators Political Theaters of the Classic Maya. <i>Current Anthropology</i> 47(5):805-842.</p>
<b>Week 10</b>	T, Mar. 13	<p><b>Topic: Neighborhoods I</b></p> <p>Smith, Michael E. 2010. The archaeological study of neighborhoods and districts in ancient cities. <i>Journal of Anthropological Archaeology</i> 29: 137-154.</p> <p>Fisher, Christopher T., and Stephen J. Leisz. "New Perspectives on Purépecha Urbanism Through the Use of LiDAR at the Site of Angamuco, Mexico." <i>Mapping Archaeological Landscapes from Space</i>. Springer New York, 2013. 199-210.</p>
	R, Mar. 15	<p><b>Topic: Neighborhoods II</b></p> <p>Hutson, Scott. 2016. <i>The Ancient Urban Maya: Neighborhoods, Inequality, and Built Form</i>. University Press of Florida</p>
<b>Week 11</b>	T, Mar. 20	<p><b>Topic: Neighborhoods III</b></p> <p>Hutson, Scott. 2016. <i>The Ancient Urban Maya: Neighborhoods, Inequality, and Built Form</i>. University Press of Florida</p>
	R, Mar. 22	<p><b>Topic: Urban Houses</b></p> <p>De Luca, Kristin. 2013. Domestic economies and regional transition: Household multicrafting and lake exploitation in pre-Aztec Central Mexico. <i>Journal of Anthropological Archaeology</i> 32: 353–367.</p> <p>Healan, Dan M. 1993. Urbanism at Tula from the Perspective of Residential Archaeology. In <i>Santley, Robert S. and Kenneth G. Hirth. Prehispanic Domestic Units in Western Mesoamerica: Studies of the Household, Compound, and Residence</i>, pp. 105-</p>
<b>Week 12</b>	T, Mar. 27	<p><b>Topic: Cities and Empire</b></p> <p>José Luis de Rojas. <i>Tenochtitlan: Capital of the Aztec Empire</i>. University Press of Florida.</p>
	R, Mar. 29	<p><b>Topic: Cities and polity boundaries</b></p> <p>Stoner, Wesley J. 2012. Modeling and testing polity boundaries in the Classic Tuxtla mountains, southern Veracruz, Mexico. <i>Journal of Anthropological Archaeology</i>. 31(3): 381-402.</p>

Week 13		<p>Paris, Elizabeth H. 2014. Cross-valley communities: Identity and interaction in Early Postclassic period highland Chiapas. <i>Journal of Anthropological Archaeology</i> 34: 78-99.</p> <p>Beekman, Christopher S. 1996. Political Boundaries and Political Structure: The limits of the Teuchtlan tradition. <i>Ancient Mesoamerica</i> 7:135-147.</p>
	T, Apr. 3	<p><b>Topic: Agriculture and hinterlands</b></p> <p>Chase, Arlen and Diane Z. Chase 1998. Scale and Intensity in Classic Period Maya Agriculture: Terracing and Settlement at the "Garden City" of Caracol, Belize. <i>Culture, Agriculture, Food and Environment: The Journal of Culture and Agriculture</i>. 20(2-3): 60-77.</p> <p>Feinman, Gary M., and Linda M. Nicholas. 1990. At the margins of the Monte Alban state: Settlement patterns in the Ejutla Valley, Oaxaca, Mexico. <i>Latin American Antiquity</i> 1(3): 216-246.</p> <p>Smith, Michael E., Jason Ur, and Gary M. Feinman. 2014. Jane Jacobs' 'Cities First' Model and Archaeological Reality." <i>Int J Urban Reg Res</i> 38 (4): 1525–1535.</p>
Week 14	R, Apr. 5	<p><b>Topic: Cities After Sociopolitical Collapse</b></p> <p>Clayton, Sarah C. 2016. After Teotihuacan: A View of Collapse and Reorganization from the Southern Basin of Mexico. <i>American Anthropologist</i> 118(1):104-120.</p> <p>Masson, Marilyn A. et al. 2005. Postclassic Maya Society Regenerated at Mayapán. In Schwarz, Glenn M. and John J. Nichols, <i>After Collapse: The Regeneration of Complex Societies</i>, pp. 188-207.</p>
	T, Apr. 10	<p><b>Topic: Broader Comparisons</b></p> <p>Swenson, Edward R. 2003. Cities of Violence: Sacrifice, Power and Urbanization in the Andes. <i>Journal of Social Archaeology</i> 3: 256-296.</p> <p>Low, Setha M. 1995. Indigenous Architecture and the Spanish American Plaza in Mesoamerica and the Caribbean. <i>American Anthropologist</i> 97(4):748-762.</p>
	R, Apr. 12	<p><b>FINAL PAPER PRESENTATIONS</b></p> <p><b>Final Paper DUE on D2L on Sunday, April 15 at 11:59 pm</b></p>

## CLASSROOM ETIQUETTE

- Please make this class a scheduling priority. Arrive on time, and do not leave before the end of the period. It is more distracting than you might realize. If you have to leave class early for a legitimate personal reason or emergency, let me know in advance if possible, and do so without disrupting class.
- Treat everyone in the class as a colleague—show respect to both your fellow students and myself, even if you strongly disagree with someone's opinion. Be friendly, courteous and kind during discussions. Do not talk over or interrupt the instructor or other students.
- Silence and stow your phones, and do not use them during class. They are distracting to everyone.
- You may only use laptops and tablets for note-taking purposes. Using them for other activities is highly distracting. If I observe that your laptop or tablet is distracting your fellow students, I will ask you to place it on the podium, and you will lose participation points for that day.
- Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. You may not make video and audio recordings of lectures and labs without the explicit consent of the instructor, nor transfer them to another student, whether or not that student is enrolled in the course.

## **PLAGIARISM AND CHEATING**

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

## **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

## **ACADEMIC ACCOMMODATIONS**

<http://www.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

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

## **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University



## **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

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

## **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:  
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

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

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

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

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

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

Contacts for Students Union Representatives for the Faculty of Arts:

[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)

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>