

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY  
FINAL COURSE OUTLINE: FALL 2020**

**Development Studies 375 – Gender and Development**

Instructor: Darren Hedley	Email: darren.hedley@ucalgary.ca
Teaching Assistant: Megan Williams	Email: ashley.williams1@ucalgary.ca

**Contact Information**

Students can contact the instructor during working hours by email. I will strive to answer within 24 hours if not earlier, and will advise in advance if other work responsibilities may restrict my ability to respond immediately. See also office hours below. Student can email the TA with any questions at any time, and if needed a call or Zoom meeting can be arranged.

**Official Course Description**

Examines development from the critical perspective of the key role played by gender in development. Case studies from Canadian and international contexts will provide illustrative material for analyzing the issues that emanate from the gendered nature of development processes and practices.

**Course Objectives**

The course will guide students through a review of gender and development approaches and practical experiences, shared from the experience of the instructor and numerous guest speakers. Key approaches and methods will be taught, based on practical experiences, on how to use a gender lens and promote the mainstreaming of gender within development policies and programs, and enhance women’s voice in decision-making at all levels. A background situation analysis will be shared, with relevant examples of gender mainstreaming, in fields such as: education, health, livelihoods, agriculture, emergencies, migration studies. A critical attitude will be encouraged through a review of diverse views on sustainable development, but emphasis will be placed on promoting a reflective, learning approach to development practice. After exposure to project management principles, students will conduct analyses of gender-sensitive and transformative projects, to be presented as their term paper.

**Course Learning Outcomes**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. The key learning outcomes for this course are provided below:

1. Describe development and various development topics from a gender point of view
2. Articulate clearly contexts that have necessitated a gendered approach to development studies
3. Have an understanding of key approaches and issues in the planning, management and implementation of development programs, including the gender dimensions of such programs, and a general understanding of the roles and relationships between various development actors including international and local governmental organizations, non-governmental and private sector actors, and other participatory mechanisms such as social movements
4. Be aware of selected project management tools and methods
5. Analyze development concepts, policies and practices for gender responsiveness
6. Identify and respond to a gendered development issue.

**Prerequisites**

Development Studies 201 or Women's Studies 201

**Online meeting schedule**

Section	Meeting Time	Meeting Dates
LECTURE	MWF 11:00 – 11:30 AM	Sep 9, 11, 14, 16, 18, 21, 23, 25, 28, 30, Oct 2, 5, 7, 9, 12, 14, 16, 19, 21, 23, 26, 28, 30, Nov 2, 4, 6, 9, 11, 13, 16, 18, 20, 23, 25, 27, 30, Dec 2, 4, 7, 9
Office hours Dr. Hedley	F 3:30-5:00	Will set up zoom meeting with waiting room for those who wish to meet during this time. Please indicate in advance and/or be on hand at 3:30, by which time if no students are there, I will leave

### Key Dates

14 Oct - Outline for Individual Project due

Nov 4 - Mid-Term Exam

9 Dec – Term paper due

Final exam – to be scheduled

### Lecture Schedule

Our lectures on Monday and Wednesday will include Zoom presentations and some group work, while most Fridays we will have guest speakers from around the globe presenting case studies.

Week/ Dates	Topic	<ul style="list-style-type: none"> <li>Required Readings/Resources authors and book/report chapters (refer to list below for details)</li> </ul>
1) 9 & 11 Sept	Introduction	<ul style="list-style-type: none"> <li>Coles et.al.: 1 (refers to Chapter #), 2</li> <li>Kabeer (2015)</li> </ul>
2) 14, 16, 18 Sept	Key Concepts in Gender and Development	<ul style="list-style-type: none"> <li>Coles et.al.: 5, 8</li> <li>Crenshaw on Youtube</li> <li>Canada's GAC Gender Equality Policy, GAC Statement on human rights of LGBTQ</li> </ul> Recommend: <ul style="list-style-type: none"> <li>Kabeer (1999)</li> <li>Crenshaw (youtube)</li> </ul>
3) 21, 23, 25 Sept	Gender Mainstreaming Guest Speaker: Brigitte Isabiriza, Gender Consultant, Former Policy Advisor, Gender Monitoring Office, Government of Rwanda	<ul style="list-style-type: none"> <li>Coles et.al.: 4</li> <li>UNDP (2013) Handbook</li> <li>Reeves &amp; Baden</li> </ul>
4) 28 & 30 Sept & 2 Oct	Women's Voice & Decision-Making Guest Speaker: Nibha Shreshthra, Oxfam Nepal Head of Programs	<ul style="list-style-type: none"> <li>Arragon &amp; Miller: 7</li> <li>Domingo et.al (2015): Chapters 2, 6</li> <li>CARE (2012) Gender analysis</li> </ul> Recommend: <ul style="list-style-type: none"> <li>Nazneen</li> </ul>

5) 5, 7, 9 Oct	Education, Equality for Children and Youth. Preparation for term projects. Guest Speaker: Dr. Leslie Casely-Hayford, Director, Associates for Change, Ghana	<ul style="list-style-type: none"> <li>• Coles et.al.: 23</li> <li>• Arragon &amp; Miller: 2, 12</li> <li>• Save the Children UK (2016) last girl</li> </ul> Recommend: <ul style="list-style-type: none"> <li>• Marcus et.al.</li> </ul>
6) 12, 14, 16 Oct	Women's Health <i>14 Oct - Outline for Individual Project due</i> Guest Speaker: Laura Musonye, Health Consultant, Kenya	<ul style="list-style-type: none"> <li>• Coles et.al.: 25, 26</li> <li>• Arragon &amp; Miller: 3</li> </ul>
7) 19, 21, 23 Oct	Masculinities, Role of Men, Households. Preparation for term projects. Guest Speaker: Patricia Malasha, Consultant, Zambia	<ul style="list-style-type: none"> <li>• Coles et.al.: 3, 22, 39</li> <li>• Arragon &amp; Miller: 4</li> <li>• Baldoni (youtube)</li> </ul> Recommend: <ul style="list-style-type: none"> <li>• Chambers</li> <li>• Blackstone</li> <li>• GAC (2016) RBM guide</li> </ul>
8) 26, 28, 30 Oct	Women's Economic Empowerment Guest Speaker: Isabel Gonzalez, Coordinator for Entrepreneurship and Employability, Childfund Guatemala	<ul style="list-style-type: none"> <li>• Coles et.al.: 20, 45, 46, 47, 48, 50, 51</li> <li>• Arragon &amp; Miller: 1, 6</li> </ul>
9) 2, 4, 6 Nov	Women in Agriculture <i>Nov 4 - Mid-Term Exam</i> Guest Speaker: Dr. Shawkat Begum, Country Director, Practical Action Bangladesh	<ul style="list-style-type: none"> <li>• Coles et.al.: 9, 10, 12, 15</li> <li>• Doss &amp; Quisumbing</li> </ul>
Week of 9 Nov	Term Break	
10) 16, 18, 20 Nov	Conflict, Humanitarian Work Guest Speaker: Rhonda Gossen, Former Global Affairs Canada Country Director, Pakistan	<ul style="list-style-type: none"> <li>• Coles et.al.: 41, 42, 44,</li> <li>• Arragon &amp; Miller: 5</li> </ul> Recommend: <ul style="list-style-type: none"> <li>• IASC</li> <li>• Gender in Humanitarian Action Workstream</li> </ul>

11) 23, 25, 27 Nov	Term project work; Gender in Organizations 26 Nov - Keynote Speaker: Lyla Mehta, Institute for Development Studies, University of Sussex: HLPE Report (timing to be announced)	<ul style="list-style-type: none"> <li>• Coles et.al.: 27, 28<sup>1</sup>, 53, 56, 57</li> <li>• Essay write-shop + project work preparations</li> </ul>
12) 30 Nov, 2 & 4 Dec	Migration, Trafficking	<ul style="list-style-type: none"> <li>• Coles et.al.: 33, 34, 37</li> </ul>
13) 7 & 9 Dec	Conclusions 9 Dec – Term paper due (review of project evaluation)	

In addition, guest speakers will also be presenting to students on several Thursdays at 12:30 PM through DEST 405 Environment and Development. These will be open to DEST 375 students and it is strongly recommended that all DEST 375 students attend as many of these as possible.

- 8 October: Catherine Kadimba-Mwanamwambwa, Water, Sanitation and Urban Environment Approaches: Experiences in Lusaka, CARE Zambia
- 29 October: Leslie Stewart, FUNDAEC Colombia, Capacity-building and knowledge generation approaches
- 19 November: Godfrey Mitti, African experiences in Conservation Agriculture, Oxfam, CARE, FAO

### Learning Resources

The following reports and many of the journal articles are all available online free of charge to all, while other journal articles require university log-in for access. The required readings will not change during the course, however there may be additional recommended resources (papers, videos, etc) that will be shared subsequently.

### Required:

(in some cases, specific chapters / pages to be read will be indicated prior to the relevant lectures):

\*\* Arragon, Janni, and Mariel Miller. *Global Women's Issues: Women in the World Today, extended version*. Washington: Bureau of International Information Programs, United States Department of State, 2012. <https://opentextbc.ca/womenintheworld/>. Chapters 1, 2, 3, 4, 5, 6, 7, 12

Baldoni, Justin. *Why I'm done trying to be "man enough"*. TED Talk, 2017.

[https://www.ted.com/talks/justin\\_baldoni\\_why\\_i\\_m\\_done\\_trying\\_to\\_be\\_man\\_enough](https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough)

CARE. *Good Practices Framework: Gender Analysis*. CARE International, 2012.

[https://gendertoolkit.care.org/wp-content/uploads/2019/12/GEWV\\_gender-analysis-good-practices\\_2012.pdf](https://gendertoolkit.care.org/wp-content/uploads/2019/12/GEWV_gender-analysis-good-practices_2012.pdf)

\*\* Coles, Anne, Leslie Gray, and Janet Momsen. *The Routledge Handbook of Gender and Development*.

London: Routledge, 2015. Chapters 1, 2, 3, 4, 5, 8, 9, 10, 12, 15, 20, 22, 23, 25, 26, 27, 28, 33, 34, 37, 39, 41, 42, 44, 45, 46, 47, 48, 50, 51, 53, 56, 57

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<sup>1</sup> On gender, water and sanitation – for those with special interest, recommended reading prior to Oct 8 DEST 405 guest speaker

- Crenshaw, Kimberle. *The Urgency of Intersectionality*, TED Talks, 2016.  
[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)
- Domingo, Pilar, et.al. *Women's voice and leadership in decision-making*. London: Overseas Development Institute, 2015. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9627.pdf>.  
 Ch 2, 6
- Doss, Cheryl, and Agnes Qisumbing. *Gender, household behavior, and rural development*, 2018.  
<https://www.ifpri.org/publication/gender-household-behavior-and-rural-development> (accessed 9.9.20).
- Global Affairs Canada. *Canada's Gender Equality Policy*. Ottawa: Government of Canada. No date.  
<https://www.international.gc.ca/world-monde/funding-financement/policy-politique.aspx?lang=eng#a5>
- Global Affairs Canada. *The human rights of lesbian, gay, bisexual, transgender, queer, 2-spirit and intersex persons*. Ottawa: Government of Canada. No date. [https://www.international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/human\\_rights-droits\\_homme/rights\\_lgbt-droits\\_lgbt.aspx?lang=eng](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/human_rights-droits_homme/rights_lgbt-droits_lgbt.aspx?lang=eng)
- Kabeer, Naila. "Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development". *Gender & Development* 23, 189–205, 2015. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13552074.2015.1062300>
- Reeves, Hazel, and Sally Baden. *Gender and development: concepts and definitions*. Brighton: Institute of Development Studies, 2002. <https://www.bridge.ids.ac.uk/reports/re55.pdf>
- United Nations Development Program. *Gender Mainstreaming Made Easy: Handbook for Programme Staff*, 2013.  
[https://www.undp.org/content/dam/somalia/docs/Project\\_Documents/Womens\\_Empowerment/Gender%20Mainstreaming%20Made%20Easy\\_Handbook%20for%20Programme%20Staff1.pdf](https://www.undp.org/content/dam/somalia/docs/Project_Documents/Womens_Empowerment/Gender%20Mainstreaming%20Made%20Easy_Handbook%20for%20Programme%20Staff1.pdf)
- Save the Children UK. *Every last girl: free to live, free to learn, free from harm*, London: Save the Children, 2016. <https://www.savethechildren.org.uk/content/dam/global/reports/advocacy/every-last-girl.pdf>

### **Recommended**

- Blackstone, Amy. *Principles of Sociological Inquiry – Qualitative and Quantitative Methods*, Open Textbook Library, 2012, <https://open.umn.edu/opentextbooks/textbooks/139>. *For those who are interested in research and possible seminars on this subject.*
- Chambers, Robert. *Can we know better? Reflections for development*. London: Practical Action Publishing, 2017. <https://doi.org/10.3362/9781780449449>. Chapter 5, 6
- Gender in Humanitarian Action Workstream. *Gender Mainstreaming checklist for humanitarian action – Myanmar*, 2020.  
[https://reliefweb.int/sites/reliefweb.int/files/resources/Gender%20Mainstreaming%20Checklist\\_FINAL%202020.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/Gender%20Mainstreaming%20Checklist_FINAL%202020.pdf)

Global Affairs Canada. *Results-based management [RBM] for international assistance programming at Global Affairs Canada: a how-to guide*. Ottawa: Global Affairs Canada, 2016.

[https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results\\_based\\_management-gestion\\_axee\\_resultats-guide-en.pdf](https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf)

Part 1, Sections 2.1, 2.2, 2.5, 2.7, 3.5, part 4

IASC. *The gender handbook for humanitarian action*, no date. <https://www.gihahandbook.org>

Kabeer, Naila. "Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment". *Development and Change* 30, 435–464, 1999. <https://doi.org/10.1111/1467-7660.00125>

Marcus, Rachel, et.al.. *Social Norms, gender norms and adolescent girls: a brief guide*. London: Overseas Development Institute, 2015. <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9818.pdf>

Nazneen, Sohela. *A seat at the table is not enough: gender and political inclusion*. Paris: UNESCO, 2019. <https://en.unesco.org/inclusivepolicylab/analytics/seat-table-not-enough-gender-and-political-inclusion>.

### **Learning Technologies and Requirements**

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updates web browser
- Webcam (built in or external – this should generally be left on during lectures)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection
- Access to Youtube

## Grading (Weighting) & Assignments

### Outline for Individual Project - 5% (Due: October 14th)

As the first step in preparing the term paper (see below), students will do some preparatory reading on the topic of their choice, and share an initial outline of their plans.

### Midterm exam: 20% (Nov 3)

Short & long answers and multiple choice. All materials in-class and in the readings to date will be covered, including guest lectures for DEST 405.

### Term Paper – Gender Review 30% (Due: Dec 10)

Students will review documentation of a development project, particularly project evaluations, with a view to assessing the way that gender has been incorporated into the analysis, design, and implementation of the project. Specific documentation will be made available to the students, and several options will be possible, depending on thematic interests of each student. This gender review will be written up in a report of 8 pages. More details to be shared in class, and discussed at several intervals during the term. To be uploaded to D2L. \*Late assignments will be penalized by 10% per day, unless otherwise noted.

### Participation: 10%

Students will be expected to attend lectures, participate during lectures when and as appropriate, and in a discussion group which will be set up in D2L.

### Final exam: 35% (\*\*Exam period)

This will be scheduled by the Registrar's Office. Further details to be provided closer to the date.

- It is **not** essential to pass all components to pass the course as whole
- In case a student does not complete one component, they must be completed within 2 weeks of the due date
- If exams are open book, course notes, e-texts, or online resources may be allowed.

## Grading System

Use EITHER this grading system (percentages are the Departmental standard for Undergraduates ONLY):

95–100	A+	75–	B	59–	C-
		79.9		62.9	
90–94.9	A	71–	B-	55–	D+
		74.9		58.9	
85–89.9	A-	67–	C+	50–	D
		70.9		54.9	
80–84.9	B+	63–	C	<50	F
		66.9			

## Supplementary Fees

n/a

## Referencing Standard

In written work presented in this class, the accepted method for referencing the work of others will be the Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

## Statement of Inclusivity

Students should be aware of the diverse nature of society, and be respectful of different ways that others may have in their participation. This course emphasizes cross-cultural learning and listening.

All interventions during lectures should be respectful, polite, humble, while open and frank. The University of Calgary would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bears paw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

## **SUPPLEMENTAL INFORMATION**

### **Principles of Conduct**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **Instructor Intellectual Property**

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

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

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Human subjects**

Students are not expected to participate as subjects or researchers.



### **Guidelines for Zoom Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **Accessibility**

The lecture will be presented on Zoom so students will need to be able to read these and listen to the lectures.

### **Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Anthropology and Archaeology’s main office.

### **Academic Accommodations**

It is the student’s responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at:

[https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

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: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: [pcdawson@ucalgary.ca](mailto:pcdawson@ucalgary.ca)).

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>

and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 Act.

### **Wellness and Mental Health Resources**

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 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/>). Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: [sar@ucalgary.ca](mailto:sar@ucalgary.ca). For more immediate response, please call: 403-210-9355 and select option #2.

### **Contact Information for Student and Faculty Representation**

- Student Union VP Academic 403-220-3911, [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- Students Union Representatives for the Faculty of Arts – 403-220-3913, [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)
- Student Ombuds Office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Campus Safewalk**

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