



UNIVERSITY OF CALGARY

Fall 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Research Methods in Law and Society			
Course Number	Law and Society 313		
Pre/Co-Requisites	LWSO 201		
Instructor Name	Dr. Qian Liu	Email	qian.liu2@ucalgary.ca
Instructor Email Policy	<p>For any questions related to course content and assignments, please check course outline first and use D2L discussion board to ask questions. You are highly encouraged to answer each other's questions and help your peers. Queries and responses posted in open course spaces benefit everybody—and it ensures that it is fair to everybody and all of you are given the same instructions.</p> <p>Use email for personal and confidential communications only. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. Emails will only be answered during weekdays. Please take that into account when emailing me questions pertaining to assignments or exams. Please do not use e-mail as a replacement for a meeting, if there is something you want to discuss. Concerns about grades or any other personal issues should be dealt with during my office hours.</p>		
Office Location	Virtual	Office Hours	Thursdays 1:15- 3:15 (virtual office hours) Please use the link posted on D2L to book an appointment during office hours. (no office hours on exam dates, i.e. Oct 14 & Nov 18)
Telephone No.	226-6512 (this goes to email message)		
TA Name	J Overholser	TA Email	jessica.overholser@ucalgary.ca
TA Office Location	Virtual	TA Office Hours	TBC
Class Dates	September 7 – December 9, 2021		

Class Times	Tuesdays and Thursdays 11-12:15
Class Location	Zoom (a zoom link will be posted on D2L) + D2L

Course Description

Welcome to LWSO 313: Research Methods in Law and Society. I am glad you are here! This course offers an in-depth introduction to law and society research methods, with a focus on qualitative research. This course will guide you in the development and completion of a research proposal involving interdisciplinary legal research. You will learn the research process, including how to develop research questions, plan research projects, and conduct law and society empirical research. You will evaluate scholarly research in law and society, learn how to complete research ethics review applications and apply ethical considerations when conducting research, and write a literature review to learn how different research projects relate to one another. As the final project of this course, you will write an original research proposal, with an aim to advance scholarly knowledge of a topic of your interest.

Course Objectives/Learning Outcomes

The course is designed to provide you with hands-on experience with research methods commonly used by law and society scholars. The pedagogical orientation of the course is that you learn about research methods through doing them. These skills will prepare you for career opportunities as researchers, policy analysts, and activists, among many others. This course aims to:

- stimulate your interest in law and society research;
- challenge you to interrogate the role that law plays in our everyday life;
- offer opportunities to develop skills required to equitably engage and include people from different backgrounds;
- help you develop practical skills of research design and understand each step you need to take in the whole process of research;
- enable you to become more mindful, reflective and skillful researchers;
- provide you with multiple opportunities to conduct mini research exercises, as well as read and critique others' work in groups;

and develop your critical thinking skills through examining scholarly arguments and how they are articulated.

Course Format

This course requires synchronous involvement. The lectures will *not* be recorded. Instructions for group activities and assignments will be posted weekly on D2L.

Learning Resources

Textbooks:

Deborah van den Hoonaard (2018) *Qualitative Research in Action: A Canadian Primer*. Third edition. Oxford University Press.

[This text is available in hard copy, or in digital format (rental). If you rent the text, you will have immediate access, and it is less expensive than the price of the physical book, FYI.]

Kristin Luker (2011) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*. Harvard University Press.

[Again, this text is available in hard copy, or in digital format (kindle).]

Several online journal articles (links or PDFs provided). Please note: you need to be logged in to U of C library for the links to work.

Other Resources:

I understand that the list is often purely decorative when you already have so much reading to do for all your courses! But if you love law and society research as much as I do, you will find them useful in preparing your research proposal and your future research.

Halliday, Simon, and Patrick D. Schmidt. *Conducting Law and Society Research Reflections on Methods and Practices*. Cambridge ; New York: Cambridge University Press, 2009.

Valverde, M., Clarke, K., Darian-Smith, E., & Kotiswaran, P. (Eds.). (2021). *Routledge Handbook of Law and Society* (1st ed.). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429293306>

Creutzfeldt, N., Mason, M., & McConnachie, K. (2019). *Routledge Handbook of Socio-Legal Theory and Methods* (1st ed.). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429952814>

Příbáň, J. (Eds.). (2020). *Research Handbook on the Sociology of Law*. Cheltenham, UK: Edward Elgar Publishing.

Banakar, Reza., and Max. Travers. *Theory and Method in Socio-Legal Research*. Oxford ; Portland, Or.: Hart Pub., 2005.

Sarat, A. *The Blackwell Companion to Law and Society*, John Wiley & Sons, Incorporated, 2004. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=351500>.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).

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 updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Schedule of Lectures and Readings

<p>Week 1 September 7 Tues (real-time Zoom)</p>	<p><u>Welcome to LWSO 313: Introduction and Mutual Expectations</u></p> <p>No readings</p>
<p>September 9 Thurs (real-time Zoom)</p>	<p><u>Introduction to Law and Society Research and Interdisciplinary Legal Scholarship</u></p> <p>📖 “Introduction: Beyond Methods—Law and Society in Action,” in Halliday, Simon, and Patrick D. Schmidt. <i>Conducting Law and Society Research Reflections on Methods and Practices</i>. Cambridge ; New York: Cambridge University Press, 2009. (pp. 1-13). Available at: https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/books/conducting-law-and-society-research/2CAA08EA54E3EA5E223CCA535B1FE888</p> <p>📖 Arthurs, Harry, and annie bunting. “Socio-Legal Scholarship in Canada: A Review of the Field.” <i>Journal of law and society</i> 41.4 (2014): 487–499. Available at: https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1467-6478.2014.00682.x</p>
<p>Week 2 September 14 Tues (real-time Zoom)</p>	<p><u>What are “good” research methods? Why should you care? (I)</u></p> <p>📖 van den Hoonaard (2018), Chapter 1: Introduction (pp. 1-11)</p> <p>📖 Luker (2010), Chapter 1: Salsa Dancing? Into the Social Sciences? (pp. 1-22)</p>
<p>September 16 Thurs</p> <p><u>(assignment – no class)</u></p>	<p><u>What are “good” research methods? Why should you care? (II)</u></p> <p>📖 Luker (2010), Chapter 2: What’s It All About? (pp. 22-39)</p> <p>Read 📖 Wulff, Dan et al. “Kitchen Stories: A Review.” <i>Qualitative report</i> (2015). (Read pp. 1-7). Available at https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1713&context=tqr</p> <p>Watch <i>Kitchen Stories</i> and write a short reflection (maximum one page) to explain how the readings help you understand the film better (or not!) Post it on D2L by the 16th. The aim is to get you start thinking about your research methods for your research proposal. (3%)</p>

September 16	<u>Last day to drop a class without financial penalty</u>
<u>Week 3</u> September 21 Tues (real-time Zoom)	<u>From Research Interest to Research Questions in Law and Society</u> 📖 van den Hoonaard (2018), Chapter 2: Asking Questions and Identifying Goals (pp. 12-32) 📖 Scan through volumes for one law and society journal covering one year; identify the research questions of two to three articles you are most interested in (ideally they are relevant to your proposed research), take notes and be prepared to discuss in class. After the discussion, please submit your notes summarizing the research questions discussed in the group. (3%) – due on September 21, 11:59 pm.
September 23 Thurs (asynchronous-assignment)	<u>The Ethics of Qualitative Research (I)</u> We will <i>not</i> meet in class today. Please use the time to work on your CORE. (5%)
<u>September 26</u>	Assignment due: please submit your CORE Completion Certificate by September 26, 2021, 11:59 pm.
<u>Week 4</u> September 28 Tues (real-time Zoom)	<u>The Ethics of Qualitative Research (II) – What are the ethical responsibilities of qualitative researchers?</u> 📖 van den Hoonaard (2018), Chapter 4: Ethics on the Ground: A Moral Compass (pp.55-72) Guest speaker: Professor Jenny Godley, Chair, Conjoint Faculties Research Ethics Board.
September 30 Thurs	National Day for Truth and Reconciliation (Recognized Holiday, university closed)
<u>Week 5</u> October 5 Tues (real-time Zoom)	<u>Indigenous Research</u> 📖 Hadley Friedland & Val Napoleon, “Gathering the Threads: Developing a Methodology for Researching and Rebuilding Indigenous Legal Traditions,” (2015-2016) <i>Lakehead Law Journal</i> 16-44: https://llj.lakeheadu.ca/article/view/1408/726 Submit your group discussion notes on D2L by October 5, 2021, 11:59 pm. (3%)
October 7 Thurs (real-time Zoom)	<u>Conducting Legal Research</u> Guest speaker: Kim Clarke, Director – Law Library, Bennett Jones Law Library, Doucette Library.
	<u>Thanksgiving Day university closed on Monday, October 11</u>
<u>Week 6</u> October 12 Tues (real-time Zoom)	<u>Developing Research Methods and Strategies</u> 📖 Luker (2010), Chapter 6: On Sampling, Operationalization, and Generalization (pp. 99-128) 📖 van den Hoonaard (2018), Chapter 3: Strategies for Designing Research (pp. 34-53)
	At this point, you should have already come up with a research question, research background, and some basic ideas about your research methods,

	ethics, and strategies. To help you record your learning process and put together some materials for your final research proposal, please make sure you upload a draft of your research question and background information to Dropbox before we move onto the next module on the 19 th . This assignment will <i>not</i> be graded and can be uploaded anytime between September 28 and October 19 th .
October 14 Thurs (The exam will be open for 24-hours, but you will have 1.5 hours to complete the exam once you start).	<u>Test One</u> The first test will cover what we have studied so far. This test will form 25% of your total grade.
<u>Week 7</u> October 19 Tues (real-time Zoom)	<u>Ethnography (I)</u> 📖 van den Hoonaard (2018), Chapter 5: Observing Social Life through Field Research pp. 75-99 📖 Luker (2010), Participant Observation, 155-67 📖 Engel, David. “The Oven Bird's Song: Insiders, Outsiders, and Personal Injuries in an American Community.” <i>Law & society review</i> 18.4 (1984): 551–582.
October 21 Thurs (into the community – we will not meet in class)	<u>Ethnography (II)</u> Reflections on observational activity and note-taking in the field. Your assignment is to do a field observation. Go to a public place or a public event (OR observe people via public webcam) with a question in mind that you might begin to answer by observation (no interviewing or other direct interaction with people). Spend 30 minutes observing behaviour that might lead to an answer to your question, and take careful notes. Transcribe and post your notes and append a <u>reflection</u> comparing your jot notes to the field notes (3%). Submit it by October 21, 11:59 pm.
<u>Week 8</u> October 26 Tues (real-time Zoom)	<u>In-Depth Interviews (I)</u> 📖 van den Hoonaard (2018), Chapter 6: In-Depth Interviewing, pp. 101-122 📖 Luker (2010), Interviews, pp. 167-180 📖 Qian Liu (2021) “Qualified to be Deviant: Stigma Management Strategies among Chinese Leftover Women,” <i>International Journal of Law in Context</i> , forthcoming. available on D2L.
October 28 Thurs (real-time Zoom)	<u>In-Depth Interviews (II)</u> In-class activity: Interview activity -- you will be interviewing each other in a small group setting about their proposed research projects. More details to come. Submit your group discussion notes (3%) by October 28, 11:59 pm.
<u>Week 9</u> November 2	<u>Focus Groups</u> 📖 van den Hoonaard (2018), Chapter 7: Focus Groups, pp. 125-142;

<p>Tues (real-time Zoom)</p>	<p>📖 Luker (2010), Focus Groups, pp. 180-187</p>
<p>November 4 Thurs (asynchronous-assignment)</p>	<p><u>Unobtrusive Methods</u> 📖 van den Hoonaard (2018), Chapter 8: Unobtrusive Research pp. 145-166 📖 Luker (2010), Chapter 9: Historical-Comparative Methods, pp. 190-197 📖 “Lawrence Friedman and the Roots of Justice,” in Halliday, Simon, and Patrick D. Schmidt. <i>Conducting Law and Society Research Reflections on Methods and Practices</i>. Cambridge ; New York: Cambridge University Press, 2009. (pp. 50-58). Available at: https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/books/conducting-law-and-society-research/2CAA08EA54E3EA5E223CCA535B1FE888 Choose one of the two assignments: Option 1: visit the Digital Transgender Archives (https://www.digitaltransgenderarchive.net/) and write a short reflection (maximum one page) from the perspective of gender and social justice; Option 2: analyze a few K-Pop Music Videos and write a short reflection from the perspective of gender and social justice (maximum one page). (3%) This assignment is due by November 4 at 11:59 pm.</p>
<p>November 7-13 <u>Reading Break</u></p>	
<p><u>Week 10</u> November 16 Tues (real-time Zoom)</p>	<p><u>Qualitative Data Analysis & Writing up</u> 📖 van den Hoonaard (2018), Chapter 9: Trust the Process: Analyzing Qualitative Data, pp.169-190. 📖 Luker (2010), Chapter 5: Reviewing the Literature (pp.76-98).</p>
<p>November 18 Thurs (The exam will be open for 24-hours, but you will have 1.5 hours to complete the exam once you start).</p>	<p><u>Test Two</u> Test Two will focus on material covered from Weeks 7-10. It will be worth 15% of your total grade.</p>
<p>At this point, you should have started working on your literature review. Ideally, you will have a pretty solid draft of literature review before you go into the field for your pilot study week.</p>	
<p><u>Week 11</u> November 23 Tues & November 25 Thurs (asynchronous-assignment)</p>	<p><u>Pilot Study week</u> No assigned reading. This week you will be working to put together a draft about the research methods and strategies you intend to use for your research project. While we are not meeting in class, you are expected to: (1) Conduct a mini pilot of your intended research methods and strategies, e.g. draft some interview questions, figure out where and how to recruit participants; select an observation site and carry out observations for a certain number of times and duration; or access an archive to get a sense of available records. Take notes. (2) Reflect on your experience with the mini pilot study. Write a statement for yourself and for next week’s class discussion by drawing from the readings, lectures, as well as other methods training</p>

	that you have undergone. In this statement, please describe the data sources and methods that you plan to use to help you answer your research question(s), explain why you choose this method over others, and consider its strengths and limitations. If you are ready at this point, you may include the draft interview questions or other instruments that plan to use.
Week 12 November 30 Tues & December 2 Thurs (real-time Zoom)	<u>Class discussion & small group presentations (2%)</u> This week we will do a group discussion on your research proposal. You will do a short presentation of your final research proposal in a small group setting (good luck and have fun)! You will practice presenting your research in front of a small audience (who may or may not know anything about your topic). You will be scheduled to come either on Tues or Thurs.
Week 13 December 7 Tues (real-time Zoom)	<u>Pulling things together</u> No readings.
December 8 Wed	<u>End of Classes; last day to withdraw from a course</u>
December 9	<u>Research Assignment due on D2L at 10 am. I will start marking your assignment immediately, so please make sure you submit it on time.</u>

Acknowledgements. I would like to thank Dr. Ted McCoy, Dr. Dawn Rault, Dr. Feng Xu (UVic), Dr. Lynette Chua (NUS), and Dr. Ke Li (CUNY) for sharing their research methods course outlines to inform this course design. Some of the course activities and assignments were inspired by other law and society research methods course syllabi available online. I am also grateful to Dr. Sida Liu (UofT) for suggestions and content I have incorporated into this syllabus.

Methods of Assessment and Grading Weights

- **Please note all assignments are deducted 5% per day if submitted late. "In-class activities" will not be accepted outside of class hours. You must be present in class to receive the grade, no exceptions. Use of online file sharing and "tutoring" sites such as CourseHero, Chegg, etc. for the creation of study notes to prepare for (or use in) assessments is not allowed.*

TCPS 2: CORE (Course on Research Ethics)	5%	You are required to complete the Tri-Council “Course on Research Ethics and Training” (TCPS 2: CORE) and submit your Completion Certificate by September 26, 2021, 11:59 pm on D2L. The entire training should take no more than 3 hours to complete. You will be able to go through the training modules at your own pace.
One-page Reflections	6x3%=18%	See schedule of lectures and readings for information re deadlines. All one-page reflections go to the D2L Dropbox.
Test One	25%	Test One will cover what we study together from Weeks 1-6. This test will form 25% of your total grade. Test One will consist of multiple choice questions, true or false questions, and short answer questions. (October 14-15). The exam will be open for 24 hours starting from October 14 at 11am until October 15 at 11 am, but you will have 1.5 hours to complete the exam once you start. It is a closed book exam, meaning that you cannot use any sources during your exam. You are not permitted to collaborate with others in any way during the exam. Your instructor will be available to answer your questions by email on October 14 from 11:15 to 13:30 pm.
In-class discussion & group work	2%	You will earn 2% of your mark through participation in the two discussion classes in Week 12. You need to do a brief presentation of your draft in a small group setting, and participate in the group discussion. Your group will submit a one-page note/drawing/screenshot summarizing your group discussion (remember to include the names of the group members).
Test Two	15%	Test Two will focus on material covered from Weeks 7-10. It will be worth 15% of your total grade. Test Two will consist of multiple choice questions, true or false questions, and short answer questions. (November 18-19). The exam will be open for 24 hours starting from November 18 at 11 am until November 19 at 11am, but you will have 1.5 hours to complete the exam once you start. It is a closed book exam, meaning that you cannot use any sources during your exam. You are not permitted to collaborate with others in any way during the exam. Your instructor will be available to answer your questions by email on November 18 from 11:15 to 13:30 pm.
Research Proposal	35%	Prepare a research proposal featuring: <ol style="list-style-type: none"> (1) an introduction (description of your topic, research questions, objectives); (2) a literature review; (3) a description and justification of your research methods; (4) and a data analysis plan. The research proposal should be 12 to 14 pages (not including the cover-page and bibliography). It must be formatted in Times New Roman 12 points font, double-spaced. Due on December 4, 2021 at 10 am.

Final Exam Information

No final exam.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. Deferral of in-class activities is NOT permitted. You must be present in class to receive the activity grade.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within one week of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to me explaining the basis for reconsideration of one's mark. I will only meet with students during office hours, re-appraisals will not take place over email. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
3. Final grades are not posted by the Sociology Department. They are only available online.

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 the 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 without 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 behaviour 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/>.

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.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

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/legal-services/sites/default/files/teams/1/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 unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure

you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

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/. 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 Accommodation is available at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/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.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.