UNIVERSITY OF CALGARY

Fall 2020
FACULTY OF ARTS
Department of Sociology
Website: https://soci.ucalgary.ca/

COURSE TITLE: Integrative Seminar – Threats, Crises and Emergencies: Limits of Regulation		
Course Number	Law and Society 591 – S01	
Pre/Co-Requisites	LWSO 413 and 415, 90 full-course equivalents, admission to the LWSO major	
Instructor Name	Erin Gibbs Van Brunschot	**Email**	begibbsv@ucalgary.ca
Instructor Email Policy	Please feel free to contact me over email at any time. Please also follow customary email conventions – responses are usually forthcoming within one business day.	
Office Location	N/A	**Office Hours**	By appointment
Telephone No.	N/A	
Class Dates	Thursday	
Class Times	2 – 4:45 pm	
Class Location	Online	

Course Description

At various points over the last two decades, there has been reference to 'threats', 'crises', 'disasters' and 'emergencies' to describe specific occurrences, events and processes. We hear of, for example, the opioid crises, humanitarian crises, terrorist threats, and health emergencies. More recently, in January 2020, the World Health Organization declared an international public health emergency, advising that the novel coronavirus (COVID-19) could be stopped with significant detection, isolation and treating efforts. In March, the World Health Organization declared the outbreak a pandemic, followed by provinces across Canada declaring 'states of emergency'. The pandemic has brought into stark relief the borderless impact of many threats, as well as issues of control, regulation and response in the face of threat. Along with fears about our health, current protests suggest that the institutions that have been tasked with managing threats, and ensuring safety and protection, are instead sources of insecurity for many.

While words such as 'threat' and 'crisis' have meaning in everyday language, the application of these words also has legal and social implications and consequences. What are the implications for citizens when threats are identified? Emergencies are declared and formal measures or regulations are invoked?

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Do state powers change during these times? What are the implications for human rights when emergency legislation is invoked? We consider a variety of threats, crises and emergencies with a view to understanding the regulatory and social contexts that give rise to and address such declarations.

Course Objectives/Learning Outcomes

The objectives in this course are to:

1. Underscore the contexts within which threats, crises and emergencies operate;

2. Identify the factors correlated with naming 'emergencies', 'crises', and 'threats' and the regulatory implications of doing so.

3. Understand the variability in responses to emergencies and crises.

Course Format

This course is a hybrid course, involving both synchronous and asynchronous participation. Our class is scheduled for three hours, from 2-4:45 pm on Thursdays. Each week we will meet for a "live" session typically at 3 pm. These live sessions are accessible via Zoom and links are posted through D2L.

Learning Resources

Selected readings and their links are posted on D2L.

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 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.

Required Textbooks, Readings, Materials, Electronic Resources

Selected readings (please see D2L).

Schedule of Lectures and Readings

Date:	Topic:	Readings: (*Please note* readings may be subject to minor changes.)
1. September 10	Introduction: Identifying Crises	Jenkins 2009 Laurent-Simpson & Lo 2019 McCormick & Whitney 2013
2. September 17	Communicating: Crises and Panics	Ungar 2008 Zahra et al 2020 Critcher 2009
3. September 24	Emergency Responses	Macfarlane 2020

		Roziere & Walby 2018 Lindsay 2014 Crouch 2017
4. October 1	Health: COVID-19	Sheptycki 2020 Van Kolfschooten & de Ruijter 2020 Speakman et al 2017 Chattu et al 2020
5. October 8	Pandemics	Conrad & Barker 2010 Sherlaw and Raude 2013 Joffe 2011
6. October 15	Opioids	Beletsky & Davis 2017 Boyd & MacPherson 2018 Collins et al 2019 Ziegler et al 2019
7. October 22	Public health	Gostin 2019 Rich et al 2015 Macfarlane 2014 Katz et al 2017
8. October 29	Terrorism	Hamilton & Lippert 2020 Monaghan & Walby 2012 Tsoukala 2008
9. November 5	Environment and Climate	Rotimi et al 2009 Aronsson-Storier & da Costa 2017 Jodoin et al 2019
Reading Week: November 8-14		
10. November 19	Humanitarian (Part 1)	Sabates-Wheeler 2019 Matias 2020 Sadrehashemi 2019
11. November 26	Humanitarian (Part 2)	Esperti 2020 deLauri 2019 Feindt & Flynn 2009
12. December 3	Human Rights	Neumayer 2013

Methods of Assessment and Grading Weights

Evaluation for this course consists of class participation, as well as: analytic/discussion memos (40%) and a term project (60%).

1. **Analytic Memos**: Students are expected to address specific questions following weekly discussions. During class time, specific questions will be provided that facilitate discussion for that day; analytic/discussion memos will be based on your interpretation of a question or subject related to our discussions and class material. Discussion groups/activities and memo topics vary weekly. Memos must be between 350-400 words each – unless explicit instruction is given otherwise. Memos are to be handed in as word documents through D2L.

    Analytic memos for Sept. 17, 24, and Oct. 1 and 8 are due **October 15**[th].
    Analytic memos for Oct. 15, 22, 29 and Nov. 5 are due **Nov. 19**[th].
    Analytic memos for Nov. 19, 26 are due **Dec. 3**[rd].

The value of the (10) memos is 40% (4% each). Failing to turn in and/or failing to provide a memo on time will result in a mark of 0 for that memo. Electronic copies of your memos are expected on the due dates listed above. An 'analytic memo rubric' will be provided on D2L.

2. **Term Project**: Term projects will consist of an in-depth examination of a specific crisis-related subject. You will have the flexibility of working to your own personal/group strengths, and may choose to write a term paper, create a podcast, or develop a visual project (video). You may work on this project alone or with your classmates. If you are interested in working with a group, I will facilitate putting people together depending on interests.

   The topics you choose may vary widely. For example, you may want to examine provincial differences addressing the COVID pandemic; the pros and cons of safe injection sites; or how power figures into what is labelled a crisis. Your projects typically must include a review of the literature, a theoretical examination of the topic, as well as, where possible, empirical evidence – although all of this may vary depending on the nature of your project. It is highly recommended that you discuss your project with the instructor in advance of the proposal due date. There are two required parts to the term project:

   A. **Proposal**: The project proposal is due November 5th. Proposals will include a description of your research focus (a research question, or what will you investigate); a justification for how your project fits the course objectives (why is this a relevant topic); a work plan (who is involved, what are they doing); a project timeline and deliverables. The proposal is worth 20% of your final grade. More information will be provided in class.

   B. **Output**: Your project is due December 15th. The proposal is worth 40% of your final grade.

Evaluation	Due Date
Analytic Memos 1 – 4 (Sept. 17, 24, and Oct. 1 and 8)	October 15th
Project Proposal	November 5th
Analytic Memos 5 - 8 (Oct. 15, 22, 29 and Nov. 5)	November 19th
Analytic Memos 9-10 (Nov. 19, 26)	December 3rd
Term Project	December 15th

Final Exam Information

There is no final exam for this course.

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.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. All class assignments are to be handed in online. The Sociology office does not deal with course-related matters.

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 posted online.

Guidelines for Zoom Sessions

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/ .

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.

Media Recording

The instructor will use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose.

For our live sessions, the recording device will be fixed on the Instructor although we do plan to use the breakout room function available through Zoom. In the event that student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

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 Faculty Ethics Committee. 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/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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

Note that the audio or video recording of lectures and taking screengrabs 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/policies/files/policies/non-academic-misconduct-policy.pdf.

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

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. 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. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:
https://www.ucalgary.ca/registrar/exams/deferred-exams

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.

Sharing of Lecture Notes and Exam Questions

Note that 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/policies/files/policies/non-academic-misconduct-policy.pdf.

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 Accommodations is available at: 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 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.