



UNIVERSITY OF CALGARY

Winter 2022

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Integrative Seminar: Legal Consciousness			
Course Number	Law and Society 591		
Pre/Co-Requisites	LWSO 413 and 415, 90 full-course equivalents, admission to the LWSO major		
Instructor Name	Pedrom Nasiri MStJ, PhD Candidate	Email	pnasiri@ucalgary.ca
Instructor Email Policy	<p style="text-align: center;">IMPORTANT NOTICE</p> <p style="text-align: center;">Please read the following to ensure that your emails are responded to in a timely and appropriate manner.</p> <p><i>Please contact me over email at any time.</i> Please note that I have set up an inbox rule to send all emails from LWSO 591 to a specific mailbox folder. This has been done to ensure that I can keep track of all student emails and respond to them promptly. However, this <i>will require you to adhere to some specific requirements when sending me an email:</i></p> <ul style="list-style-type: none"> • Ensure that you put your COURSE NUMBER (LWSO 591) in your email's subject line to ensure it is filtered into the right inbox • Include a proper salutation (i.e., Dear Mx. or Professor Nasiri; <i>kindly note my non-gendered pronouns</i>), your full name, student I.D., and an adequate closing in the body of your email • All emails that fail to accommodate points 1 and 2 may go without a response. <p>All emails adhering to this email policy will be responded to within 48 hours (excluding weekends).</p>		
Office Location	SS939	Office Hours	By Appointment: https://pedrom-nasiri.youcanbook.me
Course Website	https://queerpedagogy.com/lwso591		
TA Name	N/A	TA Email	N/A
TA Office Location	N/A	TA Office Hours	N/A
Class Dates	January 11 – April 12, 2022		
Class Times	Tuesdays 11:00 – 13:45		
Class Location	SA 147		

Land Acknowledgement

The University of Calgary resides upon 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, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary. ii' taa'poh'to'p, the Blackfoot name of the University of Calgary's Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful - and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization.

Course Description

In this course, we will investigate how people's experiences, perceptions, and interpretations of law influence their everyday social behaviours and (inter-)actions. To do so, we will focus on the development and proliferation of legal consciousness as a critical field of socio-legal inquiry that explores how social actors participate in constructing, sustaining, challenging, or reproducing hegemonic structures and conceptions of law. This course will take a critical intersectional approach to the study of legal consciousness to meaningfully engage with the ways by which conceptions of law articulate with other social structures and categories of experience, such as race, gender, class, and sexuality. In doing so, we will explore the important role conceptions of law(s) play in our everyday lives and how this understanding might steer us towards liberatory praxis.

Course Objectives/Learning Outcomes

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

1. Analyze large amounts of data for specific details.
2. Explain the development of legal consciousness studies.
3. Differentiate between the various theoretical and methodological approaches to legal consciousness studies.
4. Evaluate current theoretical and methodological models in legal consciousness studies and critically interrogate their areas of strength and weakness.
5. Communicate sociolegal knowledge in a clear and concise manner across multiple platforms.

Required Textbooks, Readings, Materials, Electronic Resources

Please consult the course outline for required readings and with the instructor before purchasing any readings or textbooks.

Schedule of Lectures and Readings

Please watch this video on the importance of reading course outlines in their entirety:

<https://www.youtube.com/watch?v=Tnlaokj1opA>

Week & Topic	Readings	Assessments Due
<p align="center">Week 1 January 11 Welcomes and Introductions "The Living Law / Law in Action"</p>	<p>Ehrlich, E. 2002. The State and the Law. <i>Fundamental Principles of the Sociology of Law</i>, pp.137-170.</p> <p>Hertogh, M., Eppinger, M. and Likhovski, A., 2009. From 'Men of Files' to 'Men of the Senses': A Brief Characterisation of Eugen Ehrlich's Sociology of Law. <i>Living Law: Reconsidering Eugen Ehrlich</i>, pp.1-17.</p> <p>Nelken, D. "Law in Action or Living Law: Back to the Beginning in Sociology of Law. <i>Legal Studies</i> 4(2): 157-174</p> <p>Pound R. 1910. Law in books and law in action. <i>Am. Law Rev.</i> 44:12-36</p>	
<p align="center">Week 2 January 18 "Ideology & Hegemony,</p>	<p>Gramsci A. 1999. <i>Selections from the Prison Notebooks of Antonio Gramsci</i>. Transl. ed. Q Hoare, G Nowell Smith. New York: Int. Publishers. ("The Intellectuals" pp.1-23)</p> <p>Tucker, R.C. ed., 1978. The Marx-Engels Reader. ("The German Ideology Part I" pp.146-200)</p> <p>Althusser, Louis. "Ideology and ideological state apparatuses (notes towards an investigation)." <i>The anthropology of the state: A reader</i> 9, no. 1 (2006): 86-98.</p> <p>Thompson EP. 1975. <i>Whigs and Hunters: The Origin of the Black Act</i>. New York: Random House, Pantheon Books. (pp. 1,3; 171-210)</p>	
<p align="center">Week 3 January 25 "Post-Structural Theory"</p>	<p>Bourdieu P. 1990. <i>In Other Words: Essays Towards a Reflexive Sociology</i>. Transl. M Adamson. Stanford, CA: Stanford Univ. Press. (pp. 1-75)</p>	<p align="center">Book Club Reflection 1 should be submitted by or before Friday, January 28, at 5pm</p>

	<p>Geertz, C., 2008. <i>Local knowledge: Further essays in interpretive anthropology</i>. Basic books. (pp. 167-234)</p> <p>Sewell WH. 1992. A theory of structure: duality, agency, and transformation. <i>Am. J. Sociol.</i> 98:1–29</p> <p>Swidler A. 1986. Culture in action: symbols and strategies. <i>Am. Sociol. Rev.</i> 51:273–86</p>	
<p>Week 4 February 1 “Disputing Processes”</p>	<p>Sarat, A. and Felstiner, W.L., 1997. <i>Divorce lawyers and their clients: Power and meaning in the legal process</i>. Oxford University Press. (Consult D2L or course website for specific pages.)</p>	<p>Book Club Class Facilitations Begin</p>
<p>Week 5 February 8 “Legal Culture”</p>	<p>Greenhouse, C.J., Yngvesson, B. and Engel, D.M., 2018. <i>Law and community in three American towns</i>. Cornell University Press. (Consult D2L or course website for specific pages.)</p>	
<p>Week 6 February 15 “Law in Everyday Life”</p>	<p>Sarat, A. and Kearns, T.R. eds., 2009. <i>Law in everyday life</i>. University of Michigan Press. (Consult D2L or course website for specific pages.)</p>	<p>Book Club Reflection 2 should be submitted no later than Friday, February 18, at 5pm</p>
<p>Week 7 March 1 “Legal Consciousness”</p>	<p>Ewick P, Silbey SS. 1998. <i>The Common Place of Law: Stories from Everyday Life</i>. Chicago: Univ. Chicago Press. (Consult D2L or course website for specific pages.)</p>	
<p>Week 8 March 8 “Legal Consciousness Applications: Same-Sex Families”</p>	<p>Hull, Kathleen, and Kathleen E. Hull. <i>Same-sex marriage: The cultural politics of love and law</i>. Cambridge University Press, 2006. (Consult D2L or course website for specific pages.)</p>	<p>Proposal for Final Project is due by or before Tuesday, March 8, at 5pm</p>

<p>Week 9 March 15 “Legal Consciousness Applications: Same-Sex Parents”</p>	<p>Baumle, A.K. and D’Lane, R., 2015. <i>Legalizing LGBT Families</i>. New York University Press. (Consult D2L or course website for specific pages.)</p>	<p>Book Club Reflection 3 should be submitted no later than Friday, March 18, at 5pm</p>
<p>Week 10 March 22 “Legal Consciousness: Turbulence and Relationality”</p>	<p>Silbey, Susan S. "After legal consciousness." <i>Annu. Rev. Law Soc. Sci.</i> 1 (2005): 323-368.</p> <p>Chua, L.J. and Engel, D.M., 2019. Legal consciousness reconsidered. <i>Annual Review of Law and Social Science</i>, 15, pp.335-353.</p> <p>Young, K.M., 2014. Everyone Knows the Game: Legal Consciousness in the H awaiian Cockfight. <i>Law & Society Review</i>, 48(3), pp.499-530.</p> <p>Headworth, S., 2020. The Power of Second-Order Legal Consciousness: Authorities’ Perceptions of “Street Policy” and Welfare Fraud Enforcement. <i>Law & Society Review</i>, 54(2), pp.320-353.</p>	
<p>Week 11 March 29 “Identity and Legal Consciousness”</p>	<p>Engel DM, Munger FW. 2003. <i>Rights of Inclusion: Law and Identity in the Life Stories of Americans with Disabilities</i>. Chicago: Univ. Chicago Press. (Consult D2L or course website for specific pages.)</p>	
<p>Week 12 April 5 “Hegemony and Legal Consciousness”</p>	<p>Merry S. 1990. <i>Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans</i>. Chicago: Univ. Chicago Press (Consult D2L or course website for specific pages.)</p>	
<p>Week 13 April 12 “Legal Mobilization and Legal Consciousness”</p>	<p>Chua LJ. 2019. <i>The Politics of Love: LGBT Mobilization and Human Rights as a Way of Life</i>. Palo Alto, CA: Stanford Univ. Press.</p>	<p>Book Club Reflection 4 Should be Submitted no later than Friday, April 15, at 5pm</p>

	(Consult D2L or course website for specific pages.)	
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Methods of Assessment and Grading Weights

You will be responsible for completing *all* readings specified in the course outline (above), as well as *all* lecture materials (including films, guest speaker presentations

The course grade will be determined as follows:

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|---|-----|
| 1. Reading and Class Participation | 15% |
| 2. Book Club Reflections (3x10%) | 30% |
| 3. Seminar Facilitation | 15% |
| 4. Final Seminar Paper incl. Proposal (20-25 double-spaced pages) | 35% |
| 5. Compulsory Zoom Meeting with Instructor re: final paper | 5% |
| 6. Bonus Mark (2x1%) | 2% |

Please note: It is not possible to score more than 100% in LWSO 591. Bonus marks will be applied up to a maximum of 2% or until the student receives a course grade of 100%, whichever comes first.

Additionally, please know that I recognise that COVID-19 may be causing you various forms of stress and thus limiting your time and ability to focus. While this is a seminar class and thus expectations for engagement are slightly higher, I am always willing to work with students to ensure they receive accommodations they may require in these moments. I urge you to communicate regularly with me throughout the semester to discuss any accommodations you may need, or should you just need a friendly conversant. Your health and well-being are of paramount importance to me.

DETAILED DESCRIPTION OF ASSIGNMENTS

Collaborating on Assessments

Academia is inherently collaborative. Whether it is the theoreticians and methodologists we pull into conversation with our work or the communities we engage, scholarship is rarely produced in a vacuum. In fact, some of the best academic work has been crafted through fruitful collaborations between scholars, activists, and community members. As a result, we will form Book Clubs on the first day of classes that consist of 5-6 members per club. I will ask that each group pick a name that pertains to socio-legal scholarship (some collaborative exploration via Google will help). Book club members will be specifically responsible for collaboratively working on three aspects of the course: (1) Weekly Reading Reflections, (2) Class Facilitation, and (3) Reading and Class Participation.

While the weekly reading reflections and final seminar paper are to be submitted individually, I strongly encourage you to read and discuss the assigned texts with your book club, and brainstorm with one another when preparing for your reflections and seminar paper. That said, what you write in each of the reflections and seminar paper must be your own words and ideas. You are **not** permitted to copy each other's work or outsource assignments to various paid online homework/tutoring services. Submitting work completed with the help of paid homework services will be considered academic misconduct because the main objective of this course is to have you develop your own critical thinking skills

expressed both orally and in writing. You may, as mentioned, seek the support of your classmates and professor.

1. Reading and Class Participation

a. Reading Assessment (5%)

Students are expected to keep up with the assigned readings for each seminar period. I do not expect students to read every line on every page. Rather, I would like you to read for specific details. This requires you to develop an appreciation of what information, or what kinds of information, you should be looking for to get a full and detailed understanding of a particular topic. This skill is part of the learning objectives for this seminar and, as such, will be something we will develop collaboratively through the readings and seminar participation. It may at first seem like quite a lot to work through, but you will quickly learn to locate the most useful pieces of information within a text and complete your readings (not entirely) but sufficiently. *Note* I reserve the right to add, drop, reorder, or substitute readings as they fit the progression of the course. Coming to class will be the best way to ensure you are up-to-date on such readings.

To help you develop this skill, you have two weekly assignments related to the reading assessment. These assignments will start in week 2 of the seminar:

- I. Each student will be required to post two key concepts and ideas from each of the readings for the week on D2L Dropbox by **Monday 5:00pm (the day prior to the seminar)**. All I want is for you to identify **two key** concepts in the readings, which may be done in the form of 2-3 sentences (a paragraph max) or bullet points. There is no need to write me an essay or reflection for this part of the reading assessment.
- II. Along with your two key concepts, you will also provide me with **one question or comment** that you had about the readings. This comment will be located within the same document as the concepts and will specifically address something from the readings that either spoke to you or is a particular aspect of the reading that proved difficult and you would like us to review. We will take roughly 30 minutes at the start of every seminar to do a roundtable and discuss some of the questions/comments before getting in our main class discussion.

If you would like to do well in this class, **you must complete and take notes on the readings prior to coming to class.** These notes will be developed in the weekly reflections' component of the assignments (discussed in section 2, below). I will regularly invite students to share their notes and thoughts on the readings during the seminar. The seminar is not a place for us to delve in depth into the entire reading, but rather supplement the readings by diving deeper into themes, theories, comparisons, contrasts, and so forth. Seminars are thus opportunities for you to clarify, crystallize, or historicize the reading material.

b. Class Participation (10%)

This is a seminar course. As such, your presence and complete engagement with the course is a necessary component for the successful completion of LWSO 591. Participation is not about being the most vocal or 'dominating' class discussions. Rather, it is about ensuring that you regularly

attend and collaborate in class. This includes but is not limited to: (1) engaging with in-class group discussion activities, (2) ensuring you (are able to) respond to questions in class about the readings when called upon, (3) asking questions of your own in class, (4) and your general participation in the course (both online and offline). Reading through the assigned texts before class, being prepared to answer and pose questions, NOT missing seminars without advance permission, and volunteering to ask and answer questions in class will significantly help your participation scores.

Please Note: I cannot replicate class discussions for people who miss a seminar. Should you wish to receive notes for any seminars for which you were absent, please reach out to the members of your book club.

Grading Reading and Class Participation:

Part "a" is an ungraded assessment. This means that as long as you provide me with two concepts and a question prior to the appropriate deadline, I will give you full marks. **You will receive no points (0) on part "a" if you miss submitting the assignment for two weeks or more and or if you miss submitting them by the deadline (Mondays 5:00pm) for two or more weeks.**

The first bonus mark may be achieved by doing the following: Send me an email that provides me an introduction to who you are before January 14. In addition to any general information you would like to provide me, please tell me your year of study, any additional majors/minors you are pursuing, why you studied/are studying Law & Society, and what you hope to do after your degree. That's it. One introductory email before January 14 and you'll have your first 1%.

2. Book Club Reflections

Note that this course is divided into the following Modules:

Module 1: Background (Weeks 1-3)

Module 2: Orienting to Socio-Legal Theory (Weeks 4-6)

Module 3: Legal Consciousness (Weeks 7-9)

Module 4: Turbulence and Relationality (10-13)

For this assignment:

- a. You will need to complete 3 of the 4 scheduled book club reflections. You may complete all 4 and have the best 3 reflections count towards your final grade.
- b. You will need to pick at least 50% of the readings in each unit and write **3-5page, Times New Roman, 12-font papers** that reflect upon and respond critically to the readings that you pick.
- c. Submissions must be received **by 5:00pm on the day that they are due** (the week following the end of the module).

These reflections should include the following components:

- a. A short summary of the arguments and ideas in the reading (1.5 points).
- b. A discussion of how the readings connect to each other (synthesizing the readings) (2 points).
- c. A discussion that demonstrates your engagement with the core ideas across each of the readings (1.5 points).

- d. A critical reflection of the overall unit (2 points).

Important Note: The critical reflections will be submitted individually, but I encourage you to work with your book club members to pick the readings to reflect on, to read together, to discuss the readings, and to brainstorm together. Everyone in the group may choose the same or different readings to reflect on – the choice of what to engage is up to you. I recognise that the summary of the readings may look like those of your group members. However, components “b,” “c,” and “d” should look unique to every member of the group.

3. Seminar Facilitation

Beginning week 4, you and your other book club members will be responsible for choosing a topic and providing a 15-minute introduction to the assigned readings for that week. I will hand out a sign-up sheet at the start of Week 2 for your club to sign up for their preferred topic. No two clubs may choose the same topic, so please do devise a list that arranges the topics in your preferred order.

In these presentations, you are required to provide the following components:

- a) Background information about the authors
- b) An overview of the main themes, theories, methods, and arguments presented in the texts
- c) A discussion of how the themes, theories, methods, and arguments, etc., you identify in “b” articulate with *Law & Society* research and the development of the field.
- d) Specific linkages between these readings and those we have already covered in the course.
- e) A critical discussion of anything that spoke or stood out to you as unique, challenging, and so on.

The rubric for this assignment may be found on D2L or the course website:

<https://queerpedagogy.com/lwso591>

UPDATE: This assessment will be now be carried out asynchronously.

Students may work either individually or with their book club members to create an audio/audio-video presentation that introduces the assigned readings for a particular topic. . The requirements for the presentation (“a”-“e” above) remain the same. However, there may now be overlap between students and clubs as to the topic chosen. The completed presentation must be submitted to D2L dropbox by 5pm on the Monday prior to the thematically corresponding seminar.

4. Final Seminar Paper 35% + 5% (Proposal)

Students will submit a seminar paper that should be between 15-20 double-spaced pages (not including references) in Times New Roman, size 12 font. The goal of this assessment is to bring

together all that you have learned during your *Law & Society* studies at UCalgary, and to prepare you for either graduate studies or entering the field of professional research.

The **Proposal** for the seminar paper is **due on March 8 by 5pm**

The **Seminar Paper** is **due on April 19 by 5:00pm**.

Further details regarding this final seminar paper are available on D2L and the course website:

<https://queerpedagogy.com/lwso591>

Final Exam Information

There is no final exam for this iteration of LWSO 591. Students will have a capstone project in the form of a final seminar paper.

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.

Passing Grades

Please see the above table for passing grade.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments, students seeking reappraisal 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 their work and rationale. 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.

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.

Students May be Audio or Video Recorded

A statement that students may be audio or video recorded for lesson capture, assessment of student learning, and/or self-assessment of teaching practice

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.

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 are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. If the reason provided for the absence is acceptable, instructors 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. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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 also requires a form to be filled out. It's available at:

https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

At the beginning of this course outline, I asked you to watch a video on the importance of reading through the entirety of this document. If you watched this video, you would have heard Snoop Dogg say a phrase beginning with "The more you know." Send me an email with the subject line "Snoop Dogg," and finish the phrase in the body of the email before January 14 to receive your final 1% bonus mark.

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: <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 <https://www.ucalgary.ca/student-services/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.

Revised November 2021