



UNIVERSITY OF
CALGARY

Summer 2021

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Introduction to Criminal Justice			
Course Number	SOCI 327		
Pre/Co-Requisites	Sociology 201		
Instructor Name	Pedrom Nasiri (they/them)	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>Please contact me over email <i>if you have a question about the course, the material, or assignments.</i></p> <p>Please note that I have set up an inbox rule to send all emails from SOCI 327 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 (SOC 327) in your email's subject line to ensure it is filtered into the right inbox • Include a proper salutation (i.e., Dear Mx. 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 (including those sent on weekends).</p>		
Office Location	N/A	Office Hours	By Appointment.
Telephone No.	N/A		
TA Name	Abigail Baah	TA Email	abigail.baah@ucalgary.ca
TA Office Location	N/A	TA Office Hours	By Appointment.
Class Dates	Monday, June 28, 2021 – Wednesday, August 11, 2021		
Class Times	9:00-11:45		
Class Location	Online / Synchronous Format		

Land Acknowledgment

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. 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 a ceremony by Kainai Elder, Andy Black Water, on June 21, 2017. The name signifies a place to rejuvenate and re-energise while on a journey. Traditionally, these places are recognised 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-actualisation.

Course Description

This course is an introduction to the study of criminal justice in Canada. Throughout this course, we will employ the resistant knowledge projects of intersectionality, queer theory, critical race feminism, and decolonial theory to explore how "crime" and "justice" are conceived differently across space and time. In addition to being exposed to these critical theoretical perspectives on criminal justice, students will examine the structures comprising Canada's criminal justice system; and the manifold ways our everyday lives and relationships are policed. We will sometimes look at laws, legal issues, and cases to ground ourselves in real-life examples to conduct this analysis. This course will provide you with the opportunity to directly apply your learning through a variety of assessments designed to develop and refine essential skillsets.

Course Objectives/Learning Outcomes

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

- Describe the structure and process of Canada's criminal justice system.
- Distinguish between theoretical frameworks guiding the study of "crime" and "justice."
- Integrate and apply the theoretical frameworks explored during class to the analysis of a historically significant court case/reference.
- Evaluate judicial decisions, legal policies, and scholarly literature through the theoretical lenses explored in class.
- Communicate sociological knowledge in a clear and concise manner across multiple platforms.

Learning assessments have been created to help facilitate the development of these skills and knowledge base. Students who fully engage with learning assessments, along with lecture material, will achieve a greater degree of competency in these identified skills and knowledge base.

Course Format

This course will take place online via Desire2Learn (D2L) and Zoom. Unless otherwise instructed, we will meet via Zoom on Mondays and Wednesdays at 9:00am to 11:45am for lecture and in-class activities/discussions. I appreciate the impact of the newly developing phenomenon of Zoom fatigue in our everyday lives and, as a result, do not require students to turn on their cameras during lectures. To foster a collaborate learning community, I will encourage students to turn on their cameras when communicating with other students or myself; however, this is certainly not mandatory.

Learning Resources

There are two required textbooks for this course:

- **Hurlbert, Margot Ann.** 2018. Pursuing justice: An introduction to justice studies. Second ed. Halifax & Winnipeg: Fernwood Publishing.
- **Maynard, Robyn.** 2017. Policing Black lives: State violence in Canada from slavery to the present. Halifax & Winnipeg: Fernwood Publishing.

I have requested the Taylor Family Digital Library provide you with free access to electronic versions of these books. I have also asked the UCalgary bookstore to order these two texts for this class. Further, the Calgary Public Library has a downloadable audiobook, an e-book, a physical copy, and a DAISY copy of Robyn Maynard's text: *Policing Black Lives*. As a result, there should be a few different options for you to obtain these materials.

Any additional required course texts (readings, videos, podcasts, etc.) will be made available on D2L.

Please note that I have included **further** readings to each week. These readings **are not required, and you will not be expected to draw on them** in any of your assignments. These readings have only been included as entrance points for you to delve deeper into a particular area of criminal justice that interests you.

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](https://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. Should this prove inaccessible to you, please reach out directly to me to discuss the possibility of alternative arrangements.

Schedule of Lectures and Readings

Date	Topic and Required Readings
June 28	<p style="text-align: center;">Topic 1: Orienting to Canada’s Criminal Justice System</p> <p>Hurlbert, Margot A. Defining Justice. In <i>Pursuing Justice</i>, 2nd edition, pp.1-25. Halifax & Manitoba: Fernwood, 2018.</p> <p>Hurlbert, Margot A. Law and Justice. In <i>Pursuing Justice</i>, 2nd edition, pp.260-293. Halifax & Manitoba: Fernwood 2018.</p>
June 30	<p>Britto, Sarah, Nicholas A. Jones, and Rick Ruddell. The Criminal Justice System. In <i>Pursuing Justice</i>, 2nd edition, pp.362-396.</p> <p style="text-align: center;">Critical Race Book Club Meets</p>
July 5	<p style="text-align: center;">Topic 2: Critical Theories and Criminal Justice</p> <p>Balfour, Gillian. Women and (In)Justice. In <i>Pursuing Justice</i>, 2nd edition, pp.152-179. Halifax & Winnipeg: Fernwood, 2018.</p>
July 7	<p>McNinch, James. Gender, Sexuality, and Justice. In <i>Pursuing Justice</i>, 2nd edition, pp. 199-231. Halifax & Winnipeg: Fernwood, 2018.</p> <p style="text-align: center;">Critical Race Book Club Meets</p>

July 12	Chapman-Nyaho, Selom, Carl E. James, and Akwasi Owusu–Bempah. Racism and Justice in Canada. In <i>Pursuing Justice</i> , 2nd edition, pp.96-118. Halifax & Manitoba: Fernwood, 2018.
July 14	Napoleon, Val, and Hadley Friedland. Indigenous Legal Traditions from Roots to Renaissance. In <i>Pursuing Justice</i> , 2nd edition, pp. 121-148. Halifax & Winnipeg: Fernwood, 2018. Critical Race Book Club Meets
	Midterm Exam Available on D2L from July 15 – July 18 Once started, you will have 1.5 hours to complete the exam.
July 19	In Pursuit of Justice DeSantis, Gloria C. Pursuing Justice through Human Rights. In <i>Pursuing Justice</i> , 2nd Edition, pp. 297-323. Halifax & Manitoba: Fernwood, 2018.
July 21	McPhedran, Marilou. Equality Rights and Justice. In <i>Pursuing Justice</i> , 2nd Edition, pp. 326-359. Halifax & Manitoba: Fernwood, 2018. Critical Race Book Club Meets
July 26	Hurlbert, Margot A., Hirsch Greenberg, and Nicholas A. Jones. Restorative Justice. In <i>Pursuing Justice</i> , 2nd Edition, pp. 402-435. Halifax & Manitoba: Fernwood, 2018.
July 28	Case Study <i>Maynard, Chapter 1</i> Critical Race Book Club Meets
August 2	<i>Civic Holiday</i>
August 4	<i>Maynard, Chapter 2 & 3</i> Critical Race Book Club Meets

August 9	<i>Maynard, Chapters 4 & 5</i>
August 11	<i>Maynard, Chapter 7 & Conclusion</i> Critical Race Book Club Wrap Up

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 in, 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 a Critical Race Book Club on the first day of classes that will consist of 5-6 members. I will ask that each group pick a name that pertains to critical race scholarship (some collaborative exploration via Google will help). Although I advise you all to meet outside of class time to work on assignments and build some camaraderie, there is no expectation for you to do so. This is because your Critical Race Book Club **will meet regularly for at least 45 minutes during scheduled class time every Wednesday** to collaboratively work on various components of this course.

Club members may help one another in every activity in this course. I would encourage you to meet regularly with your book club to discuss the readings, theories you are introduced to, and the assessments. Beyond this encouragement, club members will be specifically responsible for several things: (1) working together on the **individual** submission of the reading reflections through collaborative reading and reflection; (2) working together as a club to complete the 15-minute Presentation; and (3) working together to complete the case summary and analysis. Club members may also work together to complete the critical race creativity/community care project for additional credit (note: this project may also be completed individually, should you wish).

I strongly encourage you to read, talk, and brainstorm with one another when preparing for each assessment, including your final project. **However, what you write in the reading reflections and the final project must be your own thoughts and words.**

You are **not permitted** to complete/write those two assignments as a club because they will aid me in assessing your individual learning and understanding throughout the course. Finally, you are **not permitted** to outsource assessments to various paid online homework/tutoring services.

In short, please read, talk, and brainstorm collectively with your critical race club members on all assessments and readings. However, only the following assessments will be completed with

your club: (1) **5-minute Presentation** and (2) **Case Summary and Analysis**. It is **your choice** to work on the **Creativity/Community Care Project** together or separately.

Reading Club Reflections and the Final Research Project must be completed individually. You may discuss ideas or approaches and share suggestions of where to find relevant material.

*Note: For whatever reason, if you are unable to partake in the Critical Race Book Club meetings, then you are welcome to work on each of the assignments individually. You will still have at least 45 minutes every Wednesday to individually work through assignments and meet with me or your T.A. However, please know that this will result in exceptionally more work for you to complete on your own; the inability to discuss and develop your ideas with peers; and a potential lack of sense of 'community' for you within the class. As a result, I strongly recommend that you pursue collaboration with your peers. **Should you wish to not be assigned a Critical Race Book Club, please inform me by the end of day (11:59 pm) on June 29.***

Methods of Assessment and Grading Weights

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

The course grade will be determined as follows:

A. Reading Club Reflections	20%
B. 15-minute Presentation	20%
C. Midterm Exam	35%
D. Case Summary and Analysis	25%
E. Critical Race Book Club Wrap Up	3% (Extra Credit)

A. Reading Club Reflections

(5 reflections x 5%; Total: 25% course grade):

Students will be expected to keep up with the assigned readings for each class period. I have aimed to ensure that the reading load is not excessive. If you desire a high grade in this course, you will have to complete the readings and take the time to critically (analytically) reflect them before arriving at class. This is where your Critical Race Book Club will really help you think through the material.

Beginning in the second week (July 5), you will be responsible for submitting personal reflections on the readings outlined for the week prior. These reflections must be no longer than 500 words in length (approximately 1 double-spaced page) and no shorter than 250 words (about 0.5 double-spaced pages).

Reading reflections are not summaries of the readings; instead, they are opportunities for you to engage analytically with particular concepts, theories, implications and so forth that speak to you. Think of them as your opportunity, for example, to find connections between the readings, the readings and your lived experiences, or the readings and global/local stories about criminal justice. Or, if you would like, identify two key points for each of the readings that week, highlighting why you believe them to be important and the types of questions they create for you. I will provide you with a grading rubric for these readings, so you know how best to orient your reflections.

Due Dates

Reflection 1: July 4 by 11:59pm

Reflection 2: July 11 by 11:59pm

Reflection 3: July 18 by 11:59pm

Reflection 4: July 25 by 11:59pm

Reflection 5: August 1 by 11:59pm

Reflection 6: August 8 by 11:59pm

Please note that only the best 5/6 of these reflections will count towards your final mark (i.e., I will drop your lowest mark from these 6 reflections).

B. 15-minute Presentation

(Proposal = 5% & Presentation = 15%; Total: 20% course grade)

You will be required to do a 15-minute presentation that applies a theoretical lens covered in this course to a current event. You will complete this assessment with your Critical Race Club members. In these presentations, you must: (1) clearly state and explain the current event; (2) clearly state and explain the theoretical lens you are applying; (3) highlight how this theoretical lens helps you understand the event; and (3) what sorts of questions does this open up for future research. This assignment will require you to conduct a bit of research through CBC or other news agencies to find an event that you would like to analyse. This event or case must be in Canada and may either be a part of the common or civil law systems. To ensure that you are on the right track, your group will submit a 250-word proposal that outlines the event/case and the theory you would like to explore.

You may use Zoom or any other service/platform that you wish (e.g., Prezi). However, all video presentations must be uploaded to YouTube as either private or public submissions. Guidance on how to upload these presentations will be provided in-class and through D2L.

More information about this assignment will be posted on D2L, along with a grading rubric.

Due Dates

Proposal: July 7 by 11:59pm
Recorded Presentation: July 14 by 11: 59pm.

C. Midterm Exam

The midterm exam will cover all topics from June 28 (the start of class) to July 14 (inclusive) and will include all lectures and readings unless otherwise stipulated. Please expect the Midterm Exam to include a mixture of multiple-choice, true/false, and short-answer questions. The exam will be released to you via D2L on July 15, and you will have until the end of day (11:59 pm) on July 18 to write it. Please note that once you start the exam, you will have 1.5 hours to complete it. The exam must be completed in a single sitting.

D. Case Summary and Analysis

(Total: 20% course grade)

You will choose one of the criminal justice cases provided to you on D2L and analyse it using a theory or analytic approach explored in class. This assessment will be completed with your Critical Race Club members. More details of this assignment may be found on D2L

Due Date

Case Summary and Analysis: August 9 by 11:59pm

E. Critical Race Wrap-Up Project

(Extra Credit = 3% course grade)

More information on the extra credit work will be posted on D2L.

Final Exam Information

*There is **no Final Exam** for this iteration of SOCI 327.*

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

To successfully pass this course, students must complete and achieve a passing grade on all assessments.

Expectations For Writing

All written assignments will be assessed at least partly on your writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organisation. Sources used in research papers must be properly documented.

If you need help with your writing, you may use the writing support services offered through the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.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.

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 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 online for our Monday and Wednesday lecture times for a "live" video conference. Meeting each other virtually to discuss relevant course topics is an important practice in establishing communities of learning and care.

To help ensure Zoom sessions are private, please do not share the Zoom link or password with anyone outside of our course, or on any social media platforms. Zoom links and passwords are only intended for students currently 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 expressed permission.

Acting Ethically & Honestly

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 M.S. 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.

Zoom Screen Names

If you log into Zoom with your UCID, there is a strong likelihood that your Zoom name will match the name on your I.D. This is a requirement of the University of Calgary and their agreement with the video conferencing platform Zoom.

Despite this requirement, I recognise that your name (preferred or affirming) may not match the one recorded on your UCID. If this is the case, please do reach out to me and I will work to ensure that your preferred or affirming name is used in all communication – including your Zoom screen name.

For more information on how to get the most out of your zoom sessions visit:

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

Zoom & Pronouns

If you log into Zoom with your UCID, there is a strong likelihood that you will not see your pronouns listed in your name bar. If this is something that you would like addressed, please e-mail me and I will work with you to try and fix this issue. There are several workarounds,

including changing your name to include pronouns on your Zoom profile (this might need to be updated regularly) or giving you the option to rename yourself during class.

Zoom Recordings

Please note that I will record all online Zoom class sessions for the purposes of supporting your learning in this class. These recordings will be made available for review 24 hours after the lecture was delivered. You will be advised before I initiate a recording of a Zoom session at which point you may turn your cameras off to avoid being recorded. These recordings will be used to support your learning and will not be shared or used for any other purpose.

Media Recording

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may 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. Although the recording device will be fixed on the Instructor, in the event that incidental 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.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes 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](#).

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](#).

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. Please refer to the [policy on Student Accommodations](#). 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.