



# UNIVERSITY OF CALGARY

Winter 2022

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

COURSE TITLE: Sociology of Families			
Course Number	SOCI 371		
Pre/Co-Requisites	SOCI 201		
Instructor Name	Pedrom Nasiri MStJ, PhD Candidate (They/Them)	Email	pnasiri@ucalgary.ca
Instructor Email Policy	<p style="text-align: center;"><b>IMPORTANT NOTICE</b></p> <p style="text-align: center;"><b>Please read the following to ensure that your emails are responded to in a timely and appropriate manner.</b></p> <p>Please contact me over email if you have a question about the course, the material, or assignments.</p> <p>Please note that I have set up an inbox rule to send all emails from SOCI 371 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 will require you to adhere to some specific requirements when sending me an email:</p> <ul style="list-style-type: none"><li>• Ensure that you put your COURSE NUMBER (SOCI 371) in your email's subject line to ensure it is filtered into the right inbox</li><li>• Include a proper salutation (i.e., Dear Mx. Nasiri; kindly note my non-gendered pronouns), your full name, student I.D., and an adequate closing in the body of your email</li><li>• All emails that fail to accommodate points 1 and 2 may go without a response.</li><li>• All emails adhering to this email policy will be responded to within 48hours (excluding those sent on weekends).</li></ul>		
Office Location	SS939	Office Hours	By Appointment: <a href="https://pedrom-nasiri.youcanbook.me">https://pedrom-nasiri.youcanbook.me</a>
TA Name	Fateme Ejaredar	TA Email	fateme.ejaredar@ucalgary.ca
TA Office Location	N/A	TA Office Hours	By Appointment
Class Dates	January 10, 2022 – April 12, 2022 (inclusive).		
Class Times	MWF 10:00am – 10:50am		
Class Location	SB 103		
Class Website	<a href="https://www.queerpedagogy.com">https://www.queerpedagogy.com</a>		

### Course Description

This course offers a critical sociological examination of the diversity of family life in North America. We will explore a variety of conceptual tools for understanding families but frame the majority of our analysis through the life course perspective and the critical social theories of intersectionality and queer theory. The course will examine historical and contemporary constructions of family, the distribution of family resources and labour, and contemporary issues challenging family practices in Canada, all with a special emphasis paid to the intersections of race, ethnicity, class, gender, and sexuality. Lastly, we will consider the role families, as institutions, play in both reproducing and challenging social inequalities.

### Course Objectives/Learning Outcomes

This course is designed to foster critical thinking about the diversity of family practices, family issues and inequalities, and social justice movements for transforming conceptions of family lives and relationships by encouraging students to draw connections between course materials and their own family lives and relationships. By the end of this course, students will be able to:

- Understand and articulate issues facing families in North American and globally.
- Explore a wide range of family practices and experiences across multiple contexts.
- Differentiate between the various theoretical and methodological approaches employed in the sociological study of families.
- Evaluate current theoretical and methodological models in the sociology of families and critically interrogate their areas of strengths and weaknesses.
- Develop and enhance critical thinking and analytical writing skills.
- Communicate sociological knowledge clearly and concisely across multiple platforms.

### Required Textbooks, Readings, Materials, Electronic Resources

Albanese, Patrizia. *Canadian Families Today*. 4 Edition. Ontario: Oxford University Press.

Additional readings will be posted on D2L and the course website.

### 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>

Please note that I reserve the right to change the schedule or content/type of readings as the course necessitates.

Dates & Topics	Readings	Assessments Due
<b>Module 1: Recognising Family Diversity (Week 1)</b>		
<b>January 10</b>	Introductions: Course Outline  Chapter 1: "Introduction to Diversity in Canada's Families: Variation in Forms, Definitions, and Theories."	-----

January 12	Chapter 2: "Canada's Families: Historical and Contemporary Variations."	-----
January 14	Bernardes, Jon. 1999. "We Must Not Define 'The Family!'" <i>Marriage &amp; Family Review</i> 28(3-4):21-41.	-----
<b>Module 2: Theoretical and Methodological Approaches</b> (Week 2)		
January 17	Bengston, V. L., and K. R. Allen. 2009. The Life Course Perspective Applied to Families Over Time. In <i>Sourcebook of Family Theory and Methods</i> , pp.469-498.	-----
January 19	Crenshaw, K., 1989. Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. <i>u. Chi. Legal f.</i> , p.139.	-----
January 21	Collins, P.H., 1998. It's all in the family: Intersections of gender, race, and nation. <i>Hypatia</i> , 13(3), pp.62-82.	-----
<b>Module 2: Theoretical and Methodological Approaches (Contd.)</b> (Week 3)		
January 24	Seidman, S. 1997. Introduction. <i>Queer Theory / Sociology</i> . Oxford: Blackwell Publishers	-----
January 26	Oswald et al. Queering 'The Family'. In <i>Handbook of Feminist Family Studies</i> . California: Sage Publications.	-----
January 28	Battle, Juan, and Colin Ashley. 2008. "Intersectionality, Heteronormativity, and Black Lesbian, Gay, Bisexual, and Transgender (LGBT) Families	-----
<b>Module 3: The Life Course: Family Formation and Dissolution</b> (Week 4)		
January 31	Chapter 4: Intimacy, Commitment, and Family Formation	Daily Experts:
February 2	Chapter 5: Parenting Young Children: Decisions and Realities	Daily Experts:
February 4		Daily Experts:

	Chapter 6: Separation and Divorce: Fragmentation and Renewal of Families	
<b>Module 3: The Life Course: Family Formation and Dissolution (Contd.)</b> (Week 5)		
<b>February 7</b>	Chapter 7: Families in Middle and Later Life: Patterns and Dynamics of Living Longer, Aging Together	Daily Experts:
<b>February 9</b>	Chapter 8: Marriage and Death Rituals	Daily Experts:
<b>February 11</b>	<b>In-Class Midterm</b>	<b>Midterm 1</b>
<b>Module 4: The Fur-Trade, Settler-Colonialism and Family Practices</b> (Week 6)		
<b>February 14</b>	Chapter 12: Indigenous Families	Daily Experts:
<b>February 16</b>	Van Kirk, S. 2002. 'From Marrying-In to Marrying-Out': Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada. <i>A Journal of Women Studies</i> 23(3): 1-11.	Daily Experts:
<b>February 18</b>	Carter, S. Creating, Imposing, and Defending the Marriage "Fortress." <i>The Importance of Being Monogamous: Marriage and Nation Building in Western Canada in 1915</i> . Alberta: Alberta University Press.	Daily Experts:
<b>February 21</b> <b>February 23</b> <b>February 25</b>	<b>TERM BREAK – NO CLASSES</b> (Week 7)	
<b>Module 5: Children and Families</b> (Week 9)		
<b>February 28</b>	Meadow, T. 2018. Telling Gender Stories. <i>Trans Kids</i> . California: University of California Press.	Daily Experts:
<b>March 2</b>	Hagerman, M. A. 2018. 'Shaking Those Ghetto Booties': Family Race Talk. <i>White Kids: Growing Up with Privilege in a Racially Divided America</i> . New York: New York University Press	Daily Experts:
<b>March 4</b>		Daily Experts:

	Brainer, Amy, Mignon R. Moore, and Pallavi Banerjee. 2020. "Race and Ethnicity in the Lives of LGBTQ Parents and their Children: Perspectives From and Beyond North America."	
<b>Module 6: Refugees and Family Practices</b> (Week 10)		
<b>March 7</b>	Chapter 11: The Settlement of Refugee Families in Canada: Pre-migration and Post-migration Trajectories and Location in Canadian Society	Daily Experts:
<b>March 9</b>	Welfens, N., and Bonjour, S. 2021. "Families First? The Mobilisation of Family Norms in Refugee Resettlement." <i>International Political Sociology</i> 15: 212-231	Daily Experts:
<b>March 11</b>	Banerjee, P., Chacko, S., and Korsha, S. 2021. "Toll of the COVID-19 Pandemic on the Primary Caregiver in Yazidi Refugee Families in Canada: A Feminist Refugee Epistemological Analysis." <i>Studies in Social Justice</i>	Daily Experts:
<b>Module 7: Gender and Family Practices</b> (Week 11)		
<b>March 14</b>	Chapter 9: Paid and Unpaid Work: Connecting Households, Workplaces, State Policies, and Communities	Daily Experts:
<b>March 16</b>	Blair-Loy et al. 2015. "Stability and Transformation in Gender, Work, and Family: Insights from The Second Shift for the Next Quarter Century." <i>Community, Work &amp; Family</i> 18(4): 435-454	Daily Experts:
<b>March 18</b>	Pfeffer, C. A. 2010. "'Women's Work'? Women Partners of Transgender Men Doing Housework and Emotion Work." <i>Journal of Marriage and Family</i> 72(February): 165-183.	Daily Experts:
<b>Module 8: LesbianGay Families</b> (Week 12)		
<b>March 21</b>	Donovan et al. 2001. "Families of Choice: The Changing Context of Non-Heterosexual Relationships." <i>Same-Sex Intimacies: Families of Choice and Other Life Experiments</i> . New York: Routledge, pp. 9-27.	Daily Experts:
<b>March 23</b>	Chapter 3: Same-Sex Marriage in Canada	Daily Experts:

<b>March 25</b>	Moore, M. 2011. Lesbian Mothers and Respectability. in <i>Invisible Families</i> . Berkeley: California Press.	Daily Experts:
<b>Module 9: Multiple-Partner Families</b> (Week 13)		
<b>March 28</b>	Pain, Emily. 2019. "Queer polyfamily performativity: Family practices and adaptive strategies among lgbtq + polyamorists." <i>Journal of GLBT Family Studies</i> 16 (3): 277-292. <a href="https://doi.org/10.1080/1550428x.2019.1596858">https://doi.org/10.1080/1550428x.2019.1596858</a> .	Daily Experts:
<b>March 30</b>	Pallotta-Chiarolli, Maria, Elisabeth Sheff, and Ruby Mountford. 2020. "Polyamorous parenting in contemporary research: Developments and future directions." In <i>Lgbtq-parent families</i> , 171-183.	Daily Experts:
<b>April 1</b>	Klesse, Christian. 2006. "Polyamory and its 'others': Contesting the terms of non-monogamy." <i>Sexualities</i> 9 (5): 565-583. <a href="https://doi.org/10.1177/1363460706069986">https://doi.org/10.1177/1363460706069986</a> .	Daily Experts:
<b>Module 10: Challenging Family Studies</b> (Week 14)		
<b>April 4</b>	Chapter 16: The Past of the Future and the Future of the Family.	Daily Experts:
<b>April 6</b>	Allen, Samuel H., and Shawn N. Mendez. 2018. "Hegemonic heteronormativity: Toward a new era of queer family theory." <i>Journal of Family Theory &amp; Review</i> 10 (1): 70-86. <a href="https://doi.org/10.1111/jftr.12241">https://doi.org/10.1111/jftr.12241</a> .	Daily Experts:
<b>April 8</b>	<b>In-Class Exam</b>	<b>Midterm 2</b>
<b>(Week 15)</b>		
<b>April 11</b>	Moussawi, G., and Vidal-Ortiz, S. 2020. "A Queer Sociology: On Power, Race, and Decentering Whiteness." <i>Sociological Forum</i> 35(4): 1272-1289.	Final Assignment Due April 15 at 5pm. No exceptions.

### 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:

1. 1 <sup>st</sup> Midterm Exam (February 11)	30%
2. 2 <sup>nd</sup> Midterm Exam (April 8)	15%
3. Final Paper: Book Analysis	30%
4. Daily Experts' Contribution	15%
5. Class Participation / Reading Quiz	10%
6. Bonus Mark (2 x 1%)	2%

Please note: It is not possible to score higher than 100% in this course. As such, bonus marks will be applied up to a maximum of 2% or until the student receives a course grade of 100%, whichever comes first.

## DETAILED DESCRIPTION OF ASSIGNMENTS

### Two Exams

These texts will cover both readings and class materials and will involve various question types such as multiple-choice, true/false, and short answer responses. Exams will **not be** cumulative except in terms of concepts.

### **UPDATE: Midterm 1:**

This timed assessment will be available on D2L at the beginning of class on February 11 at 10:00am and will be available for 24 hours. When you access the assessment, you will have the length of the class, 60 minutes, to complete and submit it (accommodations will be applied to extend this time, where appropriate). This assessment will consist of multiple-choice, true-false, and short-answer response questions. If you experience an issue that affects your ability to complete the assessment, which can include (but is not limited to) issues with technology, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible to arrange an alternate or (in the case of technical issues) extended time to write the assessment.

### Class Participation / Reading Quiz

This assessment has two components: (1) actively engaging in class discussions and the course materials, and (2) in-class reading quizzes.

Your success in this course significantly depends on your completion of the assigned readings **before** coming to class so that you are prepared to answer questions posed to you. Your in-class grades will be largely dependent on these quizzes and discussions.

### In-class reading quizzes

I will ask 3-4 multiple choice questions about each class's readings. These questions will neither be difficult/tricky nor will they ask you to recall minor details from the texts. Instead, these questions will be a way of documenting and rewarding your engagement with the course material. If you

complete the readings, these questions should be easy to answer. *If you miss more than 10 reading quizzes, you will receive half of the participation marks.*

**Please note** that in-class contributions are a significant part of your grade and essential to our shared pedagogical experience. Your active participation aids me in the evaluation of your overall performance and makes the class more interactive and engaging for all. That said, the quality of your participation is always more important than the quantity. Quality responses and participation do not necessarily need to be in the form of correct responses – some of our most instructive moments emerge from 'incorrect' answers that challenge our epistemological and ontological standpoints in productive and socially just ways. Quality responses are thus those that advance discussions by presenting new ideas or insights, building (rather than reiterating) other people's comments, or offering a counterpoint to others' comments in a respectful way.

### **UPDATE: Class Participation and Reading Quizzes**

#### Reading Quizzes:

This timed assessment will be available on D2L at the beginning of class at 10:00am and will be available for 24 hours. When you access the assessment, you will have the length of the class, 60 minutes, to complete and submit it (accommodations will be applied to extend this time, where appropriate). This assessment will consist of 3-4 multiple-choice and true-false questions. If you experience an issue that affects your ability to complete the assessment, which can include (but is not limited to) issues with technology, caregiving responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible to arrange an alternate or (in the case of technical issues) extended time to write the assessment.

#### Class Participation:

Your class participation will be recorded online via your verbal in-class conversation and the chat. I will be noting the names of individuals who contribute to the class discussion in this manner. Please remember that the quality of your participation is always more important than the quantity. Quality responses and participation do not necessarily need to be in the form of correct responses – some of our most instructive moments emerge from 'incorrect' answers that challenge our epistemological and ontological standpoints in productive and socially just ways. Quality responses are thus those that advance discussions *by presenting new ideas or insights, building (rather than reiterating) other people's comments, or offering a counterpoint to others' comments in a respectful way.*

Please note: I will not be able to record mentimeter questions or responses because of the anonymity it provides users.

*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%.*



### **Update: Daily Expert Contribution**

Research on teaching and learning has consistently demonstrated that we learn far more from productive conversations. I am a proponent of collaborative learning, so I am asking you all to create an intentional community in our classroom that strives to achieve this class's teaching and learning goals.

There are 3 steps to this assessment and its creation of an intentional learning community.

- i. Starting the third week of classes, I will list expert readers for the following week each Friday. There will be about 5-8 daily experts each day of the week. The daily experts will be chosen in alphabetical order by last name. (Note: It is your responsibility to check if you are a daily expert for the upcoming week).
- ii. Daily experts will introduce themselves to the class and me and sign in at the beginning of each class **by listing their names in the Zoom room chat box.** If we are in-person, daily experts will also sit at the front of the class, preferably within the first two rows.
- iii. The daily experts will have the following responsibilities:
  - a. Bring 2 questions derived from the day's reading to pose to the class. These questions will be submitted on D2L before the start of class. I will pick questions from 2 experts randomly for each day.
  - b. Field questions that I pose to the class on the day's reading. Consider the daily experts the first line of defence in taking questions before the questions are opened up to the rest of the class.
  - c. Write and submit to D2L a short response (1 paragraph max) about how the day's topic relates to your own lived experience. This response must be submitted before you act as an expert reader in class. You will not get full marks for your contribution as a daily expert unless you upload this document (along with the 2 questions) before the class starts on the day you are meant to act as an expert.

Note: All members of the daily expert team must be present in class on the day you are acting as an expert. If you are absent for your contribution, you will lose 10%. There are no exceptions to this unless you can demonstrate an emergency that prevented you from attending. Only those who can show that an emergency occurred will be allowed to make up the lost day.

### **Final Assignment: Book Analysis (30%)**

This is a group project you will complete in groups of 3 (you may choose your groups).

Step 1: Choose one of the following 4 books

- i. Acosta, K. L. 2013. *Amigas y Amantes: Sexually Non-Conforming Latinas Negotiate Family*. New Jersey: Rutgers University Press.
- ii. Banerjee, P. 2022. *The Opportunity Trap: High-Skilled Workers, Indian Families, and the Failures of the Dependent Visa Program*. New York: New York University Press.
- iii. Brainer, A. 2019. *Queer Kinship and Family Change in Taiwan*. New Jersey: Rutgers University Press.

- iv. Moore, M. (2011) *Invisible Families : Gay Identities, Relationships, and Motherhood among Black Women*. Berkeley, CA : University of California Press.

Step 2: Demonstrate your ability to critically engage with original, empirical research by writing a 4-5 page, double-spaced, Times New Roman, 12-point font, 1-inch margin (no title page) paper that addresses the following questions:

- i. What is the author's research topic(s)? (2 points)
- ii. What is the author's research question? (3 points)
- iii. What evidence does the author use to support their arguments? (5 points)
- iv. What is the relationship between the author's theories, concepts, and data, and how does it relate to other readings in the course? You will need to reference at least 2 readings from this course. Please cite the reading ou reference both in your text and in a reference section. (8 points)
- v. Does the author successfully answer their research question? Why or why not? (5 points)
- vi. What sociological questions would you ask the author about their research? (You must provide at least three questions; 2 points).

One of the group members will collate the entire document and make it legible and cohesive. This group member will not be responsible for addressing the 6 questions, as they will be taking on additional work. Please **bold** this group member's name on the document so that I know who they are.

Grading Rubric:

- Strong, Creative Introduction (4 points)
- Chapter Summaries (12 points)
- Answers to the 6 questions (25 points)
- Strong Creative Conclusion (4 points)
- Editing and proof reading of the paper (2 points)
- Collating the paper into a cohesive document (3 points)
- Total: 50 points.

Ensure that all names and IDs of all three group members are on your paper. Do not forget to cite the book you are analysing.

**You are required to submit this paper by April 15, 2022, at 5pm. No late papers will be accepted.**

Please know that I recognise that COVID-19 may be causing you various forms of stress, thus limiting your time and ability to focus. 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 conversation. Your health and well-being are of paramount importance to me.

Grading rubrics for each of these assignments will be provided on D2L and the course website (<https://queerpedagogy.com>)

### Final Exam Information

There is no final exam for this iteration of SOCI 371. Students will have a capstone project in the form of a final 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

If applicable, please clearly indicate if a passing grade on any course component is required to pass the course as a whole

### 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 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 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.

## Students May be Audio or Video Recorded

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 unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct 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. Instructors may request that evidence in the form of documentation be provided. 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/14/F21\\_deferral-of-term-work\\_weighting.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/F21_deferral-of-term-work_weighting.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](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

*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/](http://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](mailto:ombuds@ucalgary.ca).

### Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto: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**