



UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Social Contexts & Health			
Course Number	Soci 301.01		
Pre/Co-Requisites	Soci 201		
Instructor Name	V. A. Haines	Email	haines@ucalgary.ca
Instructor Email Policy	I am unable to answer questions about course content by email. Email is for administrative purposes only (e.g., to set up appointments). Email must be sent from your ucalgary account. Please put your course number and section in your email's subject line and include your full name and student ID. Questions that can be answered by consulting the course outline, other information on the D2L site for this course or information in your Student Centre will not be answered. Contact the IT Support Centre with technical issues.		
Office Location	N/A	Office Hours	MoWeFr 10:50-11:50 a.m. (conducted synchronously via Zoom and accessed through D2L) or by other arrangement
TA Name	Sepideh Borzoo	TA Email	N/A
TA Office Location	N/A	TA Office Hours	N/A
Class Dates	Jan 11-Apr 15		
Class Times	MoWeFr 10:00-10:50 a.m.		
Class Location	Online		

Course Description

Part I addresses what sociology brings to the return to social context in the health arena. Part II focuses on social statuses as positions in a social hierarchy, exploring links between class and health, gender and health, race, ethnicity and health and age and health. Part III discusses the neighborhood-health connection. Social networks and health are discussed in Part IV. Part V moves beyond basic research on social contexts and health to address policy implications of this research.

Course Objectives/Learning Outcomes

The objective of this course is to explore how social statuses, neighborhoods and social networks shape health. After completing this course, students will be familiar with theoretical and methodological tools sociologists use to study health effects of these social contexts. They will know how physical health and mental health are distributed across social strata defined by class, gender, race, ethnicity, and age. They will understand the ways in which characteristics of the neighborhoods where individuals live and characteristics of the social networks in which individuals are embedded shape their physical and mental health. They will be able to link basic research on social contexts and health to ongoing efforts to develop efficient and effective interventions to improve health and reduce health inequalities.

Course Format

Lecture Component: Synchronous lectures will be conducted through Zoom and are accessed through D2L. You can find out how to access Zoom in your course D2L shell at:

<https://elearn.ucalgary.ca/joining-a-zoom-meeting-in-d2l/>

You may participate in these online, live lectures by using the chat function to ask questions, answer questions or make comments. **These lectures will NOT be recorded or posted on D2L.**

Examination component: Examinations must be written as scheduled on the course outline.

Learning Resources

Required readings

TEXTBOOK: William C. Cockerham. (2013) *Social Causes of Health and Disease*. Second Edition. Cambridge: Polity.

JOURNAL ARTICLES: Available online through the University of Calgary Library at no cost to you.

BOOK CHAPTERS: Available online through the University of Calgary Library at no cost to you.

Online office hours conducted through Zoom

Questions about course content (lectures and readings) can be addressed synchronously via online office hours conducted through Zoom and open to all students simultaneously. These office hours provide opportunities for student interaction and engagement with other students and the course instructor. These Zoom sessions will not be recorded.

Students who are unable to attend scheduled office hours should send me an email that includes a screengrab of their schedules. Other arrangements will be made. These Zoom sessions will not be recorded.

Involvement in synchronous scheduled office hours is not required.

PowerPoint slides posted on D2L in Content

An abbreviated set of PowerPoint Slides for each topic will be posted on D2L in advance of lectures for this topic. These slides are designed to guide your engagement of required reading, note taking in lectures and preparation for examinations. They are not a substitute for required reading or lectures.

Learning Technologies and Requirements

There is a D2L site for this course which contains class resources and materials. Please note that this D2L site does not contain required readings. Please make sure that you are familiar with your D2L shell by the first day of classes, including procedures for accessing Zoom through your D2L shell. You can find a helpful guide from the Taylor Institute for Teaching and Learning on how to access and use D2L here: <https://elearn.ucalgary.ca/getting-started-with-d2l-students>

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.

Contact the IT Support Centre with technical issues.

Schedule of Lectures and Readings

Background: first day of classes = Jan. 11; recognized holidays (university closed) = Feb.15, Apr. 2, Apr. 5; term break (no classes) = Feb. 14-20; last day of classes = Apr. 15

The following is a brief summary of the dates when the major topics will be covered, the topic-specific readings from *Social Causes of Health and Disease* and, where required, additional readings (overviews and empirical examples) in the forms of journal articles and book chapters. All additional readings are available through the University of Calgary Library at no cost to you. Minor departures from this outline should be expected.

PART I. PREPARING THE WAY

Introduction: What does Sociology Bring to the Table? (Jan. 11)

Social Causes of Health and Disease Chapter 1:1-16, 22-26

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, Introduction.

Sociological Theories and Methods. (Jan. 13-25)

Social Causes of Health and Disease Chapter 2:27-54; Chapter 3:64-65

Strategic Illustration: Cockerham's Health Lifestyles Paradigm

Social Causes of Health and Disease Chapter 3:55-57, 67, 77-79, 82-83

PART II. SOCIAL STATUSES AND HEALTH

Class and Health. (Jan. 25-Feb. 5)

Social Causes of Health and Disease Chapter 3: 61; Chapter 4: 85-90, 97-99, 102-113; Chapter 1: 17-22

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, The Patterns of Association between Social Factors and Health; Education and health; Income, Wealth, and Health; The Health Effects of Social Factors Across Lifetimes and Generations.

Phelan, J.C., B.C. Link and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S28-S40, excluding Returning to the Theory: Refinements and Limitations, Implications for Health Policy.

Gender, Race, Ethnicity, Age and Health. (Feb. 8-22)

Social Causes of Health and Disease Chapter 6:138-163

Explaining Social Status-Health Relationships: The Stress Process Model (Feb. 22-Mar. 5)

Social Causes of Health and Disease Chapter 5:121-126

Aneshensel, C.S. and W.R. Avison. 2015. "The Stress Process: An Appreciation of Leonard I. Pearlin." *Society and Mental Health* 5: 67-85, The Stress Process: Reconceptualizing Stressors; Figure 1; The Stress Process as a System: Undertaking Explanation; The Stress Process: Reclaiming Social Structure.

Thoits, P.A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S41-S53, excluding Policy Implications, Future Directions in Policy-Relevant Stress Research. .

PART III. NEIGHBORHOODS AND HEALTH

The Neighborhood Effects Framing (Mar. 5-15)

Social Causes of Health and Disease Chapter 7 164-179

Sampson, R.J., J.D. Morenoff, and T. Gannon-Rowley. 2002. "Assessing 'Neighborhood Effects': Social Processes and New Directions in Research." *Annual Review of Sociology* 28:443-478, excluding Methodological Challenges; Spatial Dynamics of Child Well-Being; Toward a Benchmark of Econometric Data, details of each study in Tables 1, 2, and 3.

Diez Roux, A.V. and C. Mair. 2010. "Neighborhoods and Health." *Annals of the New York Academy of Sciences* 1186:125-132, excluding A note on types of group (or "neighborhood") effects

Arcaya, M. C., R. D. Tucker-Seeley, R. Kim, A. Schnake-Mahl, M. So, and S.V. Subramanian. 2016. "Research on Neighborhood Effects on Health in the United States: A Systematic Review of Study Characteristics." *Social Science & Medicine* 168:16-29, excluding sections 1.1; 1.2; 1.3; 1.4; 1.5; 2.2; 2.6; 3.2; 3.3; 3.4.

Ross, C.E. 2000. "Neighborhood Disadvantage and Adult Depression." *Journal of Health and Social Behavior* 41:177-187.

The Neighborhood Social Capital Framing (Mar. 15-24)

Social Causes of Health and Disease Chapter 8:181-186, 191-198

Kawachi, I. 2010. "Social Capital and Health". Pp. 18-32 in *Handbook of Medical Sociology* (6th ed.), edited by C.E. Bird, P. Conrad, A.M. Fremont and S. Timmermans. Nashville: Vanderbilt University Press. electronic resource, excluding Social Network Analysis, Experimental Approaches, Qualitative Approaches, Future Directions in Social Capital Research, Policy Implications of Social Capital for Health Promotion.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-517, excluding Network Social Capital; Social Network Analysis; Tie Strength.

Kawachi, I and S.V. Subramanian. 2018. "Social Epidemiology for the 21st Century." *Social Science & Medicine* 196:240-245, Social capital and population health.

Lochner, K.A., I. Kawachi, R.T. Brennan and S.L. Buka. 2003. "Social Capital and Neighborhood Mortality Rates in Chicago." *Social Science & Medicine* 56:1797-1805.

PART IV. SOCIAL NETWORKS AND HEALTH

The Social Networks Framing (Mar. 24-29)

House, J.S., K.R. Landis and D. Umberson. 1988. "Social Relationships and Health." *Science* 241 (No. 4865):540-545, excluding Prospective Mortality Studies of Human Populations and Experimental and Quasi-Experimental Research.

Berkman, L.F., T. Glass, I. Brissette and T.E. Seeman. 2000. "From Social Integration to Health: Durkheim in the New Millennium." *Social Science & Medicine* 51:843-857, excluding John

Bowlby: the architect of attachment theory; Representing network data; Physiologic pathways and the social environment in adulthood.

Umberson, D. and J.K. Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51(S):S54-S66, excluding, Public Policy: Social Ties and Health of the Population; Policy Foundation; Policy Goals; Future Research.

Kawachi, I and S.V. Subramanian. 2018. "Social Epidemiology for the 21st Century." *Social Science & Medicine* 196:240-245, Social capital and population health

Haines, V.A. and J.S. Hurlbert. 1992. "Network Range and Health." *Journal of Health and Social Behavior* 33:254-266.

The Network Social Capital Framing (Mar. 29-Apr. 9)

Social Causes of Health and Disease Chapter 8:187-190

Kawachi, I. 2010. "Social Capital and Health". Pp.18-32 in *Handbook of Medical Sociology* (6th ed.), edited by C.E. Bird, P. Conrad, A.M. Fremont and S. Timmermans. Nashville: Vanderbilt University Press. electronic resource, Definitions of Social Capital, Mechanisms through Which Social Capital Influences Health Outcomes, Surveys, Social Network Analysis.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-571, Network Social Capital; Social Network Analysis; Tie Strength.

Webber, M.P. and P.J. Huxley. 2007. "Measuring Access to Social Capital: The Validity and Reliability of the Resource Generator-UK and its Association with Common Mental Disorder." *Social Science & Medicine* 65:481-492.

Song, L. and N. Lin. 2009. "Social Capital and Health Inequality: Evidence from Taiwan." *Journal of Health and Social Behavior* 50:149-163.

Haines, V.A., J.J. Beggs and J.S. Hurlbert. 2011. "Neighborhood Disadvantage, Network Social Capital, and Depressive Symptoms." *Journal of Health and Social Behavior* 52:58-73.

PART V. WRAPPING UP

Where are we? Where should we go from here? Implications for intervention research? (Apr. 9-14)

Social Causes of Health and Disease Concluding Remarks:199-207

Braveman, P., S. Egerter, and D.R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32:381-398, Priorities for Future Research.

Phelan, J.C., B.C. Link and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S28-S40, Implications for Health Policy.

Thoits, P.A. 2010. "Stress and Health: Major Findings and Policy Implications." *Journal of Health and Social Behavior* 51(Extra Issue): S41-S53, Policy Implications, Future Directions in Policy-Relevant Stress Research.

Arcaya, M. C., R. D. Tucker-Seeley, R. Kim, A. Schnake-Mahl, M. So, and S.V. Subramanian. 2016. "Research on Neighborhood Effects on Health in the United States: A Systematic Review of Study Characteristics." *Social Science & Medicine* 168:16-29, Identifying interventions that work.

Umberson, D. and J.K. Montez. 2010. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 51(S):S54-S66, Public Policy: Social Ties and Health of the Population; Policy Foundation; Policy Goals; Future Research.

Moore, S. and I. Kawachi. 2017. "Twenty Years of Social Capital and Health Research: A Glossary." *Journal of Epidemiology & Community Health* 71:513-571, Social Capital Interventions; Conclusion.

Moon, G. and J. Pearce. 2020. Twenty-five years of Health & Place: Citation classics, internationalism and interdisciplinarity. *Health & Place* 61 102202, 3. Citation classics, Table 2.

Moore, S. and R.M. Carpiano. 2020. Introduction to the special issue on "social capital and health: What have we learned in the last 20 years and we do we go from here?" *Social Science & Medicine* 257 113014

Carpiano, R.M. and S. Moore. 2020. So what's next? *Social Science & Medicine* 257 113013

Methods of Assessment and Grading Weights

Examinations are timed examinations delivered through the D2L quiz function. They cover material presented in lectures and required readings. Type of examination: multiple choice and true/false.

Examinations are closed-book examinations (i.e. required readings, PowerPoint slides posted on D2L, and notes cannot be used when taking the examination). Examinations must be taken individually (i.e. sharing exam questions, exam answers or any other information with other students in the class in any way [voice, text, chat, discord server etc.] during the time that an examination is available is not permitted). Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

All final grades must be calculated in accordance with the information on the course outline. Please note that you **cannot** do extra work for extra credit to raise your grade.

Composition of Final Grade

Examination One	20%
Examination Two	25%
Examination Three	25%
Final Examination	30%

Examination One Information

Examination One will be available for 24 hours from 10:00 a.m. on Feb. 3 to 10:00 a.m. on Feb. 4. Only one attempt at the examination is allowed.

Once you start Examination One you will have 60 minutes (plus a 1 minute grace period) to complete it. The 60 minutes includes the standard time students are eligible to complete the exam (40 minutes) + the additional time extension of 50% of the examination duration (20 minutes) mandated by the University of Calgary to allow for any technology issues that may arise.

Examination One can be written only as scheduled on the course outline. Access to all other online course materials will be blocked during this 24 hour period.

Examination Two Information

Examination Two will be available for 24 hours from 10:00 a.m. on Mar. 1 to 10:00 a.m. on Mar. 2. Only one attempt at the examination is allowed.

NOTE: Some questions bring in material covered on Examination One.

Once you start Examination Two you will have 75 minutes (plus a 1 minute grace period) to complete it. The 75 minutes includes the standard time students are eligible to complete the exam (50 minutes) + the additional time extension of 50% of the examination duration (25 minutes) mandated by the University of Calgary to allow for any technology issues that may arise

Examination Two can be written only as scheduled on the course outline. Access to all other online course materials will be blocked during this 24-hour period.

Examination Three Information

Examination Three will be available for 24 hours from 10:00 a.m. on Mar. 17 to 10:00 a.m. on Mar. 18. Only one attempt at the examination is allowed.

NOTE: Some questions bring in material covered on Examination One or Examination Two.

Once you start Examination Three you will have 75 minutes (plus a 1 minute grace period) to complete it. The 75 minutes includes the standard time students are eligible to complete the exam (50 minutes) + the additional time extension of 50% of the examination duration (25 minutes) mandated by the University of Calgary to allow for any technology issues that may arise.

Examination Three can be written only as scheduled on the course outline. Access to all other online course materials will be blocked during this 24 hour period.

Final Examination Information

The Final Examination will be scheduled by the Registrar's Office. It will be available for a 24 hour period ending with the registrar-scheduled time. Please note that the Registrar has mandated that "all final exams must be submitted by the end of the registrar scheduled exam time for the course". Only one attempt at the examination is allowed.

NOTE: Some questions bring in material covered on Examination One, Examination Two or Examination Three.

Once you start the Final Examination you will have 90 minutes (plus a 1 minute grace period) to complete it. The 90 minutes includes the standard time students are eligible to complete the exam (60 minutes scheduled by the Registrar) + the additional time extension of 50% of the examination duration (30 minutes) mandated by the University of Calgary to allow for any technology issues that may arise.

Unless a Deferred Final Examination is granted by the Registrar's Office, the Final Examination can be written only as scheduled by the Registrar. Access to all other online course materials will be blocked during this 24-hour period.

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+	90 – 100%	4.0	Outstanding performance
A	85 – 89%	4.0	Excellent performance
A-	80 – 84%	3.7	Approaching excellent performance
B+	77 – 79%	3.3	Exceeding good performance
B	73 – 76%	3.0	Good performance
B-	70 – 72%	2.7	Approaching good performance
C+	67 – 69%	2.3	Exceeding satisfactory performance
C	63 – 66%	2.0	Satisfactory performance
C-	60– 62%	1.7	Approaching satisfactory performance
D+	55 – 59%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject.
D	50 – 54%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	49% or <	0	Failure. Did not meet course requirements.

Fractions of 0.5% or higher are rounded up. Cut-points are fixed.

Absences and Deferrals

Students who miss class assessments (Examination One, Examination Two, Examination Three) should inform their instructor as soon as possible and request an excused absence for the missed examination. If the reason provided for the absence is acceptable and an excused absence is received, the percentage weight of a missed examination will be transferred to the other course components. Requests for an excused absence for Examination One, Examination Two or Examination Three must be submitted within 15 days of the date of the examination. Please note that **there are no “make up” tests for Examination One, Examination Two or Examination Three.** Also please note that you **cannot** request an excused absence for an examination after you have written the examination.

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>

Access to all other online course materials will be blocked during the period when the Deferred Final Examination is available.

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.

Handing in Papers, Assignments

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

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for lectures and office hours for a “live” video conference. These Zoom meetings create opportunities to meet each other virtually and discuss relevant course topics as a learning community. Students who are unable to attend scheduled office hours should send me an email that includes a screengrab of their schedules. Other arrangements will be made. Zoom sessions will not be recorded.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course.

You can find out how to access Zoom in your course D2L shell at <https://elearn.ucalgary.ca/joining-a-zoom-meeting-in-d2l/>

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

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/policies/files/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, lectures and PowerPoint slides in these lectures, posted notes, posted PowerPoint slides, 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. With the exception of exams, 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 in these lectures are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

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. Please also note that sharing exam questions and exam answers with other students in the class is not permitted. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to

instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

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

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

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

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

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

Student Ombuds Office

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

Student Union (SU) Information

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

<https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

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

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

Safewalk

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