



# UNIVERSITY OF CALGARY

Fall 2020

FACULTY OF ARTS

Department of Sociology

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

<b>COURSE TITLE: Gender and Care Work</b>			
<b>Course Number</b>	SO CI 403.12		
<b>Pre/Co-Requisites</b>	SO CI 303 and SO CI 313		
<b>Instructor Name</b>	Naomi Lightman	<b>Email</b>	Naomi.lightman@ucalgary.ca
<b>Instructor Email Policy</b>	<p>Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.</p>		
<b>Office Location</b>	Zoom	<b>Office Hours</b>	By appointment
<b>Telephone No.</b>	403-220-8469		
<b>TA Name</b>	Courtney Baay	<b>TA Email</b>	courtney.baay@ucalgary.ca
<b>TA Office Location</b>	N/A	<b>TA Office Hours</b>	TBA
<b>Class Dates</b>	MWF		
<b>Class Times</b>	13:00-13:50		
<b>Class Location</b>	Online		

## Course Description

Who does the work of care and why? How is this work valued in society? What is the relationship between paid and unpaid care work? What are the key challenges and opportunities which women experience when performing care work in Canada and beyond? How has care work been impacted by the COVID-19 pandemic? These questions will structure our analysis of the sociology of gender and care work.

Typically, care work is conceptualized as entailing face-to-face human interactions between providers and recipients that develop or maintain the capabilities of the recipient. It encompasses low status work primarily in health, child and eldercare. Part I of this class will focus on conceptualizing care work: we will examine some of the formative theories on how and why people perform paid and unpaid care, analyse care work in the Canadian context, examine the “wages for housework” movement, and consider divergent valuations of care. Part II will focus on specific issues and trends in paid care employment. We will analyze how care work is organized and reimbursed in different countries, evaluate the rise of “global care chains”, examine the strengths and weaknesses of Canada’s Caregiver Program, and analyse the policy implications of the care industry at the micro and macro levels.

## Course Objectives/Learning Outcomes

At the end of this course students will be able to:

- **identify** key stances within the major theoretical and empirical debates in the sociology of gender and care, and the major researchers associated with them;
- **explain** how these positions relate to each other;
- **apply** their knowledge to analyses and critiques of contemporary developments in paid and unpaid care, both in Canada and in international comparative context; and
- **articulate** their own, theoretically grounded opinions about contemporary developments related to issues covered in the course.

## Course Format

This course will be a hybrid of synchronous and asynchronous involvement. Monday and Friday will be asynchronous and Wednesday will be synchronous. All asynchronous course materials and lectures will be posted to D2L.

## Learning Resources

There is no required textbook for this course.

Readings and electronic resources have been selected to enhance your knowledge and understanding of the key issues covered in the course. We will draw on the readings in the lectures, in our discussions and in the assignments for this course. It is therefore important to complete the required readings each week. Knowledge of required readings and media will be evaluated and graded as part of assignments. Students are expected to have done

the required readings by the beginning of Friday's class for each week as per the course schedule.

## 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](http://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.

## Schedule of Lectures and Readings

### Course Schedule

*Please note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.*

#### **PART 1 – CONCEPTUALIZING THE WORK OF CARE**

##### ***Week 1 – Sept. 9 (synchronous)***

##### ***Introduction: Why Study Gender and Care?***

Note: The first week will provide an overview of the course. Students are expected to have read the course syllabus; course policies, assignments and expectations will be reviewed only briefly, on a Q&A basis.

Folbre, N., & Wright, E. O. (2012). Defining Care. In N. Folbre (Ed.), *For Love and Money: Care Provision in the United States* (pp. 1-20). New York, NY: Russell Sage Foundation.  
(PDF posted to D2L)

##### ***Week 2 – Sept. 11 (asynchronous), Sept. 14 (asynchronous), Sept. 16 (synchronous).***

##### ***Theorizing Care Work***

Duffy, M. (2005). Reproducing Labor Inequalities: Challenges for Feminists Conceptualizing Care at the Intersections of Gender, Race, and Class. *Gender & Society*, 19(1), 66-82.  
(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0891243204269499>)

Glenn, E. N. (1992) From servitude to service work: Historical continuities in the racial division of paid reproductive labour. *Signs: Journal of Women in Culture and Society*, 18(1), 1-43.

(Available at  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=9302050810&site=ehost-live0>)

**NOTE: Groups 1 and 2 Present on Sept. 16**

**Week 3 – Sept. 18 (asynchronous), Sept. 21 (asynchronous), Sept. 23 (synchronous).  
Care Work and Job Satisfaction**

England, P. (2005). Emerging theories of care work. *Annual Review of Sociology*, 381-399.

(Available at:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17647360&site=ehost-live>)

Lightman, N. & Kevins, A. (2019) Bonus or Burden? Care Work, Inequality, and Job Satisfaction in Eighteen European Countries. *European Sociological Review*.

(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/esr/jcz032>).

**NOTE: Groups 3 and 4 Present on Sept. 23**

**Week 4 – Sept. 25 (asynchronous), Sept. 28 (asynchronous), Sept. 30 (synchronous).  
The “Wages for Housework” Debate**

Federici, S. 1974. “Wages against housework.”  
(PDF posted to D2L)

Ellen, B. March 8 2014. “Paid housework? No one will clean up from that idea.” *The Guardian*.  
(Available at: <https://www.theguardian.com/commentisfree/2014/mar/08/paying-for-housework-domestic-women-men>)

New York Times, 2020. “Forget Pancakes. Pay Mothers.”  
(Available at <https://www.nytimes.com/2020/05/08/opinion/sunday/women-housework-coronavirus-mothers-day.html>)

**NOTE: Groups 5 and 6 Present on Sept. 30**

**Week 5 – Oct. 2 (asynchronous), Oct. 5 (asynchronous), Oct. 7 (synchronous).  
Care, Violence and Emotional Labour**

Kelly, K. (2017). Care and violence through the lens of personal support workers. *International Journal of Care and Caring* 1(1), 97-113.

(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0891243203257632>)

Kang, M. (2003). The Managed Hand: The commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons. *Gender and Society* 17(6), 820-839.

(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0891243203257632>)

**NOTE: Groups 7 and 8 present on Oct. 7**

**NOTE: POSITION PAPER IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON WEDNESDAY OCTOBER 7.**

**Week 6 – Oct. 9 (asynchronous), Oct. 14 (synchronous- Guest Lecture by Carieta Thomas).  
Care in Canada**

\*NOTE: No class on Oct 12 due to Thanksgiving.

Mackenzie, P., Brown, L., Callahan, M., & Whittington, B. 2011. "Spinning the Family Web: Grandparents Raising Grandchildren in Canada." Pp. 193-214 in *Valuing Care Work: Comparative Perspectives*, edited by C. Benoit and H. Hallgrimsdottir. Toronto: University of Toronto Press.  
(Available at <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4672732&ppg=204>)

Calliste, A. (1993). Women of exceptional merit: Immigration of Caribbean nurses to Canada. *Canadian Journal of Women and the Law*, 6(85), 85-102.  
(Available at:  
<http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/detail/detail?vid=0&sid=8d0c7277-0b4e-48c4-9bfc-e541bb3aa918%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWWhvc3QtGjZlZQ%3d%3d#AN=23942486&db=rch>)

## **PART II: PAID CARE EMPLOYMENT – ISSUES AND TRENDS**

**Week 7 – Oct. 16 (asynchronous), Oct. 19 (asynchronous), Oct. 21 (synchronous).  
The Business of Caring**

Anderson, N., & Hughes, K. D. (2010). The Business of Caring: Women's Self-Employment and the Marketization of Care. *Gender, Work & Organization*, 17(4), 381-405.  
(Available at: <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1468-0432.2009.00461.x>)

Martin-Matthews, A., & Joanie Sims-Gould, J. (2011). "My Home, Your Work, Our Relationship: Elderly Clients' Experiences of Home Care Services." Pp. 107-24 in *Valuing Care Work: Comparative Perspectives*, edited by C. Benoit and H. Hallgrimsdottir. Toronto: University of Toronto Press.  
(Available at: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4672732&ppg=118>)

**NOTE: Groups 9 and 10 Present on Oct. 21**

**Week 8 – Oct. 23 (asynchronous), Oct. 26 (asynchronous), Oct. 28 (synchronous).  
The Globalization of Care**

Parreñas, R. S. (2001). Mothering from a distance: Emotions, gender, and intergenerational relations in Filipino transnational families. *Feminist studies*, 27(2), 361-390.  
(Available at:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=5098889&site=ehost-live>)

Um, S. 2013. "The Migration of Asian Women for Elder Care: Governing the Movement of Carers to South Korea." *Transnational Social Review* 3(2):155-72.  
(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/21931674.2013.10820762>)

**NOTE: Groups 11 and 12 present on Oct. 28**

**Week 9 – Oct. 30 (asynchronous), Nov. 2 (asynchronous), Nov. 4 (synchronous).  
Canada's Caregiver Program**

Langford, T. October 1 2016. "It takes a village: The case for universal childcare." *Albertaviews*.  
(Available at: <https://albertaviews.ca/it-takes-a-village/>)

Tungohan, E., Banerjee, R., Chu, W., Cleto, P., de Leon, C., Garcia, M., . . . Sorio, C. (2015). "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies*, 47(1), 87-105.  
(Available at:  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=101630731&site=ehost-live>)

**NOTE: Groups 13 and 14 present on Nov. 4**

**Week 10 – Nov. 6 (asynchronous), Nov. 16 (asynchronous – Guest Lecture by Courtney Baay), Nov. 18 (synchronous).  
Caring During COVID-19**

\*NOTE: No class on Nov. 8-14 due to Term Break.

Mann, A. Pandemic episode #7: "The Frontline". *Canadaland Commons podcast*. (Available to listen at: <https://www.canadalandshow.com/podcast/pandemic-7-the-frontline/>)

Lightman, N. and McCoy, T. April 29, 2020. "Canada's she-cession: COVID-19, care work and the decline of the service sector." *Rabble.ca* (Available at: <https://rabble.ca/blogs/bloggers/views-expressed/2020/04/canadas-she-cession-covid-19-care-work-and-decline-service>)

McGilton, K. S. et al. (2020). "Uncovering the Devaluation of Nursing Home Staff During COVID-19: Are We Fuelling the Next Health Care Crisis?" *Journal of the American Medical Directors Association*, 21. (PDF posted to D2L).

**NOTE: Groups 15 and 16 present on Nov. 18**

**NOTE: OP-ED IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON WEDNESDAY NOVEMBER 18.**

**Week 11 – Nov. 20 (asynchronous), Nov. 23 (asynchronous), Nov. 25 (synchronous).  
The Care Policy Landscape, Catching Up**

Um, S., & Lightman, N. (July 2016). “Ensuring Healthy Aging for All: Home Care Access for Diverse Senior Populations in the GTA.” *Wellesley Institute*.  
(Available at: [http://www.wellesleyinstitute.com/wp-content/uploads/2016/07/Ensuring-Healthy-Aging-For-All\\_Wellesley-Institute.pdf](http://www.wellesleyinstitute.com/wp-content/uploads/2016/07/Ensuring-Healthy-Aging-For-All_Wellesley-Institute.pdf))

Torjman, S. May 2015. “Policies in Support of Caregivers.” *Renewing Canada’s Social Architecture*.  
(Available at: <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/246603>)

**Week 12 – Nov. 27 (asynchronous), Nov. 30 (asynchronous), Dec. 2 (synchronous).  
A Care Research Agenda**

Nakano Glenn, Evelyn. 2000. Creating a Caring Society. *Contemporary sociology* 29(1):84-94.  
(Available at: <http://www.istor.org.ezproxy.lib.ucalgary.ca/stable/2654934>)

Lightman, E., & Lightman, N. 2017. “On to the Future.” Pp. 313-325 in *Social Policy in Canada, 2<sup>nd</sup> Edition*. Toronto: Oxford University Press.  
(PDF posted to D2L)

**NOTE: Groups 17 and 18 present on Dec. 2**

**Week 13 – Dec. 4 (asynchronous), Dec. 7 (asynchronous), Dec. 9 (synchronous).  
Looking Forward and Wrapping Up**

**NOTE: Groups 19 and 20 present on Dec. 9**

**NOTE: CRITICAL ESSAY IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON WEDNESDAY  
DECEMBER 9.**

**Methods of Assessment and Grading Weights**

Type	Description	Date Due	Weight
Take-home assignment	Position Paper	October 7, 2020	20%
Take-home assignment	Op-Ed	November 18, 2020	20%
Take-home assignment	Critical essay based on assigned readings and external sources	December 9, 2020	40%
Group Presentation	Group Presentation connecting current events to weekly readings	TBA	10%
Participation	Regular participation in class conversations, on message boards, etc.	N/A	10%
Total			100%

## **Graded Components**

### **1. Position Paper**

For the position paper assignment, you will be asked to take a position *for or against* the “Wages for Housework” movement and make a persuasive argument. You will draw on the course readings, notes and external sources (max. 4 pages, double-spaced, excluding bibliography). Details on the content and structure of the assignment will be discussed in class and posted to D2L. The assignment is due on October 7<sup>th</sup>. It is to be submitted on D2L by 11:59pm.

### **2. Op-Ed Assignment**

For the op-ed assignment, you will be asked to take a stance and communicates a point of view to readers relating to the impact of COVID-19 on care workers or care recipients. You will draw on the course readings, notes and external sources (max. 1000 words). The assignment is due on November 18<sup>th</sup>. It is to be submitted on D2L by 11:59pm.

### **3. Critical Essay Assignment**

In this assignment, you will be asked to draw on the course readings, notes and external academic sources to complete a critical essay assignment on gender and care work in a country or province of your choosing, selecting one of three topic options (8-10 pages, double-spaced, excluding bibliography). Details on the content and structure of the assignment will be discussed in class and posted to D2L. Those students who wish to do so may work in pairs for this assignment (with a longer page limit of 12-15 pages). The assignment is due on December 9<sup>th</sup>. It is to be submitted on D2L by 11:59pm.

### **4. Group Presentation**

You will be required do a 15-minute presentation on a contemporary issue/event related to gender and care work (paid or unpaid). You will do this in a group of 2 students. There will be two groups presenting most weeks on Wednesday. In these presentations, you are asked to clearly state the issue/event; tie it in with topics being explored in the course on the particular week of your presentation or what has been covered before; and pose questions that will lead to active in-class discussion. In order to complete this assignment, you will have to keep a watchful eye on the news. The current event can be international, national, or local in nature. A sign-up sheet is posted on D2L and each student must sign-up for a presentation. The presentations will be graded Pass/Fail. This is an opportunity to practice your presentation skills as well as to develop your ability to effectively work with others.

### **5. Participation**

As this is a 400-level course thoughtful participation is expected on a regular basis. Participation will allow the instructor to ensure that students have read and understood the course materials. Participation will encompass thoughtful engagement in a) the synchronous components of the course and b) written responses to questions posted by the instructor on the message board in D2L throughout the course.



## Final Exam Information

There is no final exam in this course.

## Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Absences and Deferrals

Students who miss class assessments (presentations, 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 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](mailto: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 at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. The 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. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

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

exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

## Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-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

Note that the audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

## Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any

violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Academic 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/](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:

<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/](http://www.ucalgary.ca/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.