



UNIVERSITY OF  
CALGARY

Fall 2021

FACULTY OF ARTS

Department of Sociology

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

Sociology of Violence			
Course Number	SOCI 425		
Pre-Requisites	Sociology 313, 315, 325, 331, 333		
Instructor Name	Pamela Glatt	Email	
Office Location	Zoom ☺	Office Hours	before or after class (by appt)
Class Dates	Monday / Wednesday / Friday		
Class Times	12:00pm – 12:50pm		
Class Location	Zoom ☺		

## Course Description

Violence is such a hot topic today – whether in the media, academia, or anywhere! But what is violence? What constitutes violence today extends far beyond our traditional conceptualization of violence as something physical. This course will provide you with a critical look into **violence as a legal and social phenomenon**.

Throughout this course, you will explore how social context and institutions frame both our understandings and experiences with violence. We will take a **systemic / macro level approach** to the study of violence. First, we will explore how our understandings of violence are formulated, and how a society's values affect what is considered violent or not. We will explore the fluidity of violence as a dynamic social phenomenon in both the criminal justice system as well as the society at large.

Next we will get into more “**special topics**” areas, and explore how our understandings of violence intersect with broader social institutions, categories, identities, and discourse. Specifically, we will explore how systemic violence is perpetuated in our society, and how pervasive this “invisible” type of violence is. Some examples of systemic violence that we will examine include state-sanctioned violence, violence by the media, the medicalization of violence, and finally, wrongful convictions

## Course Objectives/Learning Outcomes

The main objective of this course is to **equip you** with the tools for understanding and critically examining violence through a socio-legal framework.

- You will explore how social context and institutions frame both our understandings and experiences with violence.
- You will critically examine how we define violence, as well as how we manage violence (both proactively and reactively).
- You will critically engage with various types of literature on violence including scholarly articles, news media, case law, as well as legislation.

Finally, this course aims to empower you to develop critical thinking skills, consider different perspectives, discover what you are passionate about, and learn something new.

## Course Format

### Lectures

**Delivery:** This course will be delivered **virtually with synchronous** lectures via Zoom. You are expected to attend lecture and actively engage in class discussions. The majority of the material for this course will be covered in lecture. If you have a question during lecture or wish to contribute to the class discussion, then you can type in the chat or raise your hand. Please do not speak out in class unless called upon.

**Notes:** It is your responsibility to take notes. Lecture PowerPoints will be uploaded prior to class, but please . Please note, these are a shell of what will be covered in class and reviewing them is not a substitute for attending lecture. If you are unable to attend class, it is your responsibility to contact a classmate for notes.

**Recordings:** Unless given explicit and WRITTEN authorization by Pam, **recording any portion of this course (lectures, etc) is strictly prohibited.** This includes video or audio recording as well as taking photos, screengrabs, etc of any lecture or assessment material.

### Readings

There is **NO required textbook** for this course. "Readings" for this course will include electronic scholarly articles, government reports, case law, media articles, and/or chapters from books, as well as videos. These are listed [and some hyperlinked] in the syllabus. Links and/or PDF's will be made available via our course page on D2L as well.

The readings are not mandatory for the purposes of specifically examinable material The final **exam is based on lecture material, however weekly readings / videos** are required for the purpose of lectures, but are not mandatory for exam purposes (unless otherwise stated). You must complete the readings prior to the weekly lectures. The readings inform the material that will be discussed and lectures will be given with the assumption that you have the basic knowledge of what was discussed in the readings.

## Communication

### Email:

**Email is preferred:** you are encouraged to reach out via EMAIL with any questions or concerns. Please do NOT reach out via message on D2L.

**Calgary email:** when contacting Pam, you MUST however use your Calgary email

**Response time:** emails will be answered in a timely fashion (ie. within a day if sent during the week, and within 2 days if sent over the weekend).

**BEFORE you send an email:** please consult the course outline or our course page on Brightspace to see if your question can be answered there.

### Course Announcements

As this course will be delivered virtually, you are expected to regularly check the course page on D2L. All announcements and course material will be posted there, and it is highly suggested that you turn on your notifications for announcements.

## Remote Learning Resources

### Learning Technologies and Requirements

As this course will be delivered virtually, you are expected to regularly check the course page on D2L. All announcements and course material will be posted there, and it is highly suggested that you turn on your notifications for announcements.

At a minimum, please ensure that you have access to the appropriate virtual learning tools:

- A computer with a supported operating system as well as the latest security and malware updates
- A current and updated web browser
- A webcam (built in or external)
- Microphone and speaker or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection

### Zooming

All lectures will be delivered via Zoom. As mentioned above, lectures will not be recorded and you are prohibited from recording the lectures with your own device. You are both encouraged and expected to attend lecture.

**My approach to virtual teaching:** I approach online teaching in the same way I would an in-person class! This class is a safe space and community for each of you. I will ensure that you have a voice and feel heard, and that you feel comfortable and excited to engage with the course material and each other. I encourage you to check in with me. I am here to empower you to thrive in this course – mentally, academically, personally, and professionally. This course is a welcoming space for everyone and I look forward to building this community with you all. Online learning has many benefits to it. It has provided many of you who may not normally feel comfortable speaking in class the opportunity to use the chat box. And there is so much more flexibility for scheduling meetings!

**Your name:** 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/>.

**Your camera:** your camera should be on if feasible. It'll help you be more attentive as well as empower you to stay engaged during lecture.

**Privacy:** 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.

**A safe space:** 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.

## Assessment

**Please note,** all assessments in this course will be completed individually, and the following is only a brief overview. Detailed instructions on each assessment will be provided in class.

<p><b>Mini Quiz (10%)</b></p>	<p>You will have a “mini” midterm quiz halfway through the course. It will be entirely multiple choice and will take place during class on <b>October 29</b>.</p>
<p><b>Response Paper (20%)</b></p>	<p>For your response paper, you will choose a type of violence discussed in lecture (of your choice) and you will critically examine / explore it in further detail. You will discuss specific problems with how this type of violence is managed, as well as provide realistic recommendations for improvement.</p> <ul style="list-style-type: none"> <li>• <b>Format:</b> This assignment is an opinion piece, not an essay. You are encouraged to <b>draw on your own insight</b> rather than summarizing something from lecture. You will be graded on what you are writing (your level of insight and analysis), more so than how you are writing it (grammar, etc). However, you are expected to produce a piece of work that is of university-level caliber.</li> <li>• <b>References:</b> you are not to consult any references / outside sources unless you are providing an example to demonstrate a point in your paper.</li> <li>• <b>Due date:</b> Your paper will be <b>due one week after the topic is discussed in class</b>, and must be submitted prior to the start of that week’s lecture. You must complete your RP within the <b>first half of the course (October 22)</b> is the last day you can hand it in on, meaning the last lecture you can write it on is a week prior to that).</li> </ul>
<p><b>Assignment (30%)</b></p>	<ul style="list-style-type: none"> <li>• Your assignment will be formally assigned on <b>November 1 in class</b>.</li> <li>• It will be <b>due on November 19</b> prior to the start of class. Further details will be discussed in class.</li> </ul>
<p><b>Pre-Exam Quiz (10%)</b></p>	<p>You will have a “pre-exam” quiz during our last class on <b>December 8</b>. It will be entirely multiple choice</p>
<p><b>Final Exam (35%)</b></p>	<ul style="list-style-type: none"> <li>• <b>Format:</b> your final exam will be entirely written. You will complete it via D2L. The questions will all be application / practical type questions rather than memorization / recall type questions</li> <li>• <b>Date:</b> this will be set by the registrar’s office</li> <li>• <b>Time:</b> the exam will be set for 3 hours, and you will have a 24-hour window within which to write it (for 3 hours). This 3 hours accounts for a 2 hour final + time and a half for any technical issues.</li> </ul>

[Late Policy](#)

**The late penalty for all components of the course is 10% a day (weekends count as 2 days).** You are expected to complete all assignments, tests, and exams within the time frames and by the dates indicated in this outline. Exemption or deferral of an assignment, term test, or final examination is **ONLY** permitted for a medical or personal emergency or due to religious observance (request must be received within the first two weeks of the course). Please see last page for further details on the university’s policy regarding this. If you are going to be handing in something late, you **MUST** email me prior to the due date (except of course in the case of an emergency, etc), or as soon as possible after the date, and the appropriate documentation must be submitted.

## 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 prep. for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient prep. for subsequent courses in same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Lecture / Reading Schedule

The lecture schedule for this course is detailed on the next 4 pages. Readings and lecture slides will be posted on our course page each week. Please note, you will be notified in advance in the event of any changes to the below schedule.

<b>Defining Violence</b> Weeks 1 - 2	
<p style="text-align: center;"><b>Week 1: Introductory things</b> Wednesday, September 8 Friday, September 10</p> <p>Please note, the first class will be an introductory class where we will go over the syllabus, course format, etc. You are not expected to do any readings for the first class.</p>	<p style="text-align: center;"><b>Wednesday, September 8</b></p> <p> <b>Course Topics overview:</b></p> <ul style="list-style-type: none"> <li>Weeks 1 - 2 (Sept 8 - 17): Defining Violence</li> <li>Weeks 3 - 4 (Sept 20 - Oct 1): State-Sanctioned Violence</li> <li>Weeks 5 - 6 (Oct 4 - 15): Media and Violence</li> <li>Weeks 7 - 8 (Oct 18 – 27): Mental Health and Violence</li> <li>Weeks 9 - 11 (Nov 3 – 26): Wrongful Convictions</li> </ul> <p> <b>Due Dates:</b></p> <ul style="list-style-type: none"> <li><b>Sept 13 - Oct 22:</b> response paper</li> <li><b>October 29:</b> in class multiple choice quiz</li> <li><b>November 1:</b> assignment will be formally assigned during class</li> <li><b>November 19:</b> assignment due</li> <li><b>December 8:</b> part one of the exam (multiple choice)</li> <li><b>Final exam period:</b> written portion of exam</li> </ul> <hr/> <p style="text-align: center;"><b>Friday, September 10</b></p> <p><b>Articles:</b></p> <ul style="list-style-type: none"> <li><a href="#">Britney Spears: An icon for purity culture's wounded women</a>, by Roden R., for the <i>Washington Post</i> (August 27, 2021)</li> <li><a href="#">Britney Spears Housekeeper Battery Case Charges under review by DA</a>, for <i>TMZ News</i> (August 27, 2021)</li> <li><a href="#">What if Britney Spears lived in Ontario? Examining agency and guardianship in Ontario</a>, by Kuchinski, L. <i>Siskinds LLP</i>, (July 21, 2021)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li><a href="#">Vince Li and the Greyhound Bus Murder, Fifth Estate</a></li> </ul>

<p><b>Week 2: Violent Crime</b>  Monday, September 13  Wednesday, September 15  Friday September 17</p>	 <p><b>Please note</b>, you are not expected to memorize the following criminal code sections. Just skim through these sections and take note of the types of crimes under each section, as well as the wording employed.</p> <p><b>Criminal Code of Canada:</b></p> <ul style="list-style-type: none"> <li>Part 5: <a href="#">Sexual Offences, Public Morals, and Disorderly Conduct</a></li> <li>Part 8: <a href="#">Offences Against the Person and Reputation</a></li> </ul> <p><b>California Criminal Code:</b></p> <ul style="list-style-type: none"> <li>s. 261, <a href="#">Rape</a></li> <li>s. 261.5, <a href="#">Unlawful sexual intercourse</a></li> <li>s. 261.6-7, <a href="#">Consent</a></li> <li>s. 262, <a href="#">Rape of spouse</a></li> <li>s. 263, <a href="#">Guilt of rape</a></li> <li>s. 263.1, <a href="#">All non-consensual sexual assault = rape</a></li> </ul> <p><b>Articles:</b></p> <ul style="list-style-type: none"> <li><a href="#">I'm the professor who made Brock Turner the "textbook definition" of a rapist</a>, by Rennison, C. for <i>Vox Media</i> (Nov 17, 2017)</li> <li><a href="#">Brock Turner loses appeal to overturn sexual assault conviction</a>, by Christine Hauser, for the <i>New York Times</i> (Aug 9, 2018)</li> <li><a href="#">Prosecutor says Albert Wilson, convicted of rape, hasn't made case for new trial; decision now in judge's hands</a>, by Mackenzie Clark, in <i>Lawrence Journal-World</i> (December 23, 2020)</li> </ul>
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<p><b><u>State-Sanctioned Violence (SSV)</u></b>  Weeks 3 - 4</p>	
<p><b>Week 3: intro to SSV</b>  Monday, September 20  Wednesday, September 22  Friday September 24</p>	<p><b>Articles:</b></p> <ul style="list-style-type: none"> <li><a href="#">Implicit racism, colour blindness, &amp; narrow definitions of discrimination: Why some White people prefer 'All Lives Matter' to 'Black Lives Matter'</a>, by West, K. et al, in <i>Br J Soc Psychol</i> (2021)</li> <li><a href="#">The terrorism charge filed in the London attack is the first of its kind in Canada</a>, by Rodzilsky, J., for <i>The Conversation</i> (June 6, 2021)</li> <li><a href="#">White privilege unpacking the invisible Knapsack</a>, by McIntosh, P, in <i>Peace and Freedom</i> (1989)</li> <li><a href="#">Extending the knapsack: using the white privilege analysis to examine conferred advantage and disadvantages</a>, by McIntosh, P. in <i>Women and Therapy</i>, 38(3-4), 2015.</li> </ul>
<p><b>Week 4: Death Investigation "Experts"</b>  Monday, September 27  Wednesday, September 29  Friday, October 1</p>	<p><b>Articles:</b></p> <ul style="list-style-type: none"> <li><a href="#">No standards: medicolegal investigation of deaths</a>, by Kelsall, D. and Bowes, M, in <i>CMAJ</i> 188(3), 2016</li> <li><a href="#">National standards needed for coroners, medical examiners says CMAJ editorial</a>, says CMAJ editorial, by Skura, E, CBC, 2016</li> <li><a href="#">'I did not kill her': Justice officials withheld report signalling no homicide while Alberta man sat in prison</a>, by Cashore, H et al, CBC, 2020</li> <li><a href="#">Coroner Training Requirements</a>, <i>Centers for Disease Control and Prevention</i>.</li> <li><a href="#">Government Misconduct and Convicting The Innocent</a>, Gross S. et al, <i>National Registry of Exonerations, University of Michigan Law</i>, 2020</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>The Autopsy – <a href="#">Part 1: What if justice got it wrong?</a> <i>Fifth Estate</i>, 2020</li> <li>The Autopsy – <a href="#">Part 2: What did justice cover up?</a> <i>Fifth Estate</i>, 2020</li> </ul>

## Media and Violence

Weeks 5 - 6

### Week 5: media perpetuated violence

Monday, October 4  
Wednesday, October 6  
Friday October 8

#### Articles:

- [Public Opinions and Concerns Regarding the Canadian Prime Minister's Daily COVID-19 Briefing: Longitudinal Study of YouTube Comments Using Machine Learning Techniques](#), by Zheng, C et al, in *J Med Internet Res* 23(2), 2021
- [Women and crime Bad Girls: A brutal BC murder sounds alarm about teenage violence](#), by Chisholm, P, for *Macleans* (Dec 8, 1997)
- [Gendering Violence, remorse and the role of restorative justice: deconstructing public perceptions of Kelly Ellard and Warren Glowatski](#), by Kilty, J. in *Contemporary Justice Review*, 13(2), 2006
- [Cyntoia Brown, trafficking victim who killed a john, blasts Netflix for 'unauthorized' documentary](#), by Sale, J for the *New York Post* (April 16, 2020)
- [Crimes News Consumption and Fear of Violence: The Role of Traditional Media, Social Media, and Alternative Information Sources](#), by Nasi, M. in *Crime and Delinquency*, 4, 2021
- [Media constructions of indigenous women in sexual assault cases: reflections from Australia and Canada](#), by Cripps, K. in *Curr Issues Crim Justice* 33(3), 2021

### Week 6: "Scandals" and Moral Panics

Wednesday, October 13  
Friday October 15

#### Articles:

- [Planned Parenthood reacts to Britney Spears' allegations about IUD](#), by O'Kane for *CBS News* (June 24, 2021)
- ['Sorry, Britney': Media is Criticized for Past Coverage, Some Own up](#), by Jacobs, J. for the *New York Times* (April 27, 2021)
- [Moral Panic and the Nasty Girl](#), by Barron, C. and Lacombe, D. in *Can Review of Sociology and Anthropology*, 42(1), 2005
- [Detailed account of pathologist Charles Smith scandal](#), by Collison, Robert, for the *Toronto Star* (Feb 19, 2017)
- [Jeffrey Epstein scandal: Prince Andrew booted from Buckingham Palace, report says](#), by Mangan, D. for *CNBC* (Nov 22, 2019)

 Please note, there is no class on Monday, October 11

## Mental Health and Violence

Weeks 7 - 8

### Week 7: [mis]management of mental health

Monday, October 18  
Wednesday, October 20  
Friday October 22

#### Diagnostic and Statistical Manual of Mental Disorders:

- [DSM Fact Sheets](#), see: "Changes in the New Edition", and "Updated Disorders"
- [DSM: a history of psychiatry's bible](#), by Horwitz, A. *John Hopkin's University Press* (2021). See "Ch. 1. Diagnosing Mental Illness" (pp 1-13), and Ch. 7. The DSM as a Social Creation" (pp 144-164)

please note, a couple more readings will be added here

 Friday, October 22 is the **LAST day to hand in your RP**

### Week 8: the NCR defence

Monday, October 25  
Wednesday, October 27

 **Guest Lecture:**  
Jessica Zita, Criminal Defence Lawyer

#### Criminal Code of Canada

- Part XX.1: [Mental Disorder](#)

#### Articles:

- [Exploring Differences between Successful & Unsuccessful Mental Disorder Defences](#), by Gulayets, Michael, in *Can J of Criminology and Criminal Justice*, 58(2), 2016
- [Notable Canadian cases where an accused was found not criminally responsible](#), for the *National Post* (November 12, 2020)
- [Toronto woman found not criminally responsible for fatal stabbing can now be allowed to live in community](#), by Goodfield, K., for *CTV News* (May 7, 2020)

#### Automatism

- [R v Rabey](#), [1980] 2 S.C.R. 513
- [R v Parks](#), [1992] 2 S.C.R. 871
- [R v Stone](#), [1999] 2 S.C.R. 290

	<ul style="list-style-type: none"> <li>• <a href="#">R v Luedecke</a>, [2008] OJ No. 4049</li> </ul>
 <b>Mini Quiz</b> Friday, October 29	Details will be provided in class

## Wrongful Convictions (WC)

Weeks 9 - 11

 <b>Assignment</b> Monday, November 1	Assignment will be formally discussed and assigned in class. It will be due on November 19
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<p style="text-align: center;"><b>Week 9: Intro to WC's in Canada</b></p> <p style="text-align: center;">Wednesday, November 3 Friday, November 5</p>	<p><b>Genetic genealogy:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Forensic investigation approaches of searching relatives in DNA databases</a>, by Ge, J. and Budowle, B, in the <i>Journal of Forensic Sciences</i>, 66(2), 2020</li> <li>• <a href="#">Police were cracking cold cases with a DNA website. Then the fine print changed</a>, by Schuppe, J. for NBC News (2019)</li> <li>• <a href="#">Genetic genealogy can help solve cold cases. It can also accuse the wrong person</a>, by Akpan, N for <i>PBS</i> (2019)</li> </ul> <p><b>Case Study: Guy Paul Morin</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guy Paul Morin: Odd Man Out</a>, <i>CBC Fifth Estate</i> (1992)</li> <li>• <a href="#">Toronto Police Update Re: 1984 Homicide of Christine Jessop</a> (October 15, 2020)</li> </ul> <p><b>Case Study: Jenny Wilcox</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A searing hearing</a>, <i>The Ohio Observer</i> (1996)</li> <li>• <a href="#">Jennifer Wilcox</a>, <i>National Registry of Exonerations, University of Michigan Law</i> (2012)</li> </ul>
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<p style="text-align: center;"><b>Week 10: Media + Experts</b></p> <p style="text-align: center;">Monday, November 15 Wednesday, November 17 Friday, November 19</p> <p style="text-align: center;"> <b>Guest Lecture:</b>  <b>Jenny Wilcox</b>, 11 years in prison for a crime that never happened.</p> <p> your <b>ASSIGNMENT</b> is due <b>BEFORE CLASS</b> on November 19</p>	<p><b>Case Study: Goudge Inquiry</b></p> <ul style="list-style-type: none"> <li>• <a href="#">14 cases tainted by Charles Smith</a>, by Mahoney J. and Bonogouore, T, <i>Globe and Mail</i> (Aug 10, 2010)</li> <li>• <a href="#">Despite dropping charges, police think mom had role in girl's death, inquiry hears</a>, <i>CBC News</i> (Jan 25, 2008)</li> <li>• <a href="#">I'm free, says woman finally acquitted in stepdaughter's 1991 death</a>, by Gillis, W, <i>The Star</i> (Feb 29, 2016)</li> <li>• <a href="#">The Disgrace of Charles Smith</a>, <i>The Agenda</i> (2017)</li> <li>• <a href="#">Death in the family</a>, <i>Fifth Estate</i></li> </ul> <p><b>Case Study: Motherisk</b></p> <ul style="list-style-type: none"> <li>• <a href="#">What's ailing SickKids? How Toronto's world-class children's hospital missed the warning signs</a> by Mendelson, R., <i>The Star</i>, (April 29, 2017)</li> </ul>
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<p style="text-align: center;"><b>Week 11: "Reintegration" / Post-Exoneration</b></p> <p style="text-align: center;">Monday, November 22 Wednesday, November 24 Friday, November 26</p> <p style="text-align: center;"> <b>Guest Lecture:</b>  <b>Sean MacDonald</b>, Criminal Defence Lawyer with Innocence Canada (and Glen Assoun's lawyer!)</p>	<p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Innocence Checklist</a>, by Leonetti, C., <i>American Criminal law Review</i>, 58(1), 2021</li> <li>• <a href="#">Do exonerees face employment discrimination similar to actual offenders?</a> by Kukucka, J. et al, <i>Legal and Criminological Psychology</i>, 25(1), 2019</li> </ul> <p><b>Case study: Kristine Bunch</b></p> <ul style="list-style-type: none"> <li>• <a href="#">When Will Kristine Bunch Be Free</a>, <i>Indianapolis Monthly</i>, Dec 23, 2015</li> <li>• <a href="#">Wrongfully Imprisoned for [nearly] 20 years</a>, <i>Doctor Oz</i></li> </ul> <p><b>Case Study: Glen Assoun</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Railroaded: Glen Assoun's 20 year fight for freedom</a>, for the <i>W5</i></li> <li>• <a href="#">Glen Assoun case shows police accountability in wrongful convictions lacking, experts say</a>, by Tutton, M, for the <i>Canadian Press</i> (August 17, 2020)</li> </ul>
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<b><u>Last 2 weeks of class</u></b> Weeks 12 - 13	
<b>Course wrap-up</b> Monday, November 29 Wednesday, December 1 Friday, December 3	<ul style="list-style-type: none"> <li>• Last lecture</li> <li>• Assignment feedback review sesh</li> </ul>
<b>Exam Review Sesh</b> Monday, December 6	
 <b>Pre-Exam Quiz</b> Wednesday, December 8	Details will be provided in class

## Other Relevant Policies

### Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. See below for the necessary forms:

- **Deferred Final Exam Form:** requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found [here](#)
- **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 [here](#)

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 at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca) for approval by the Associate Dean.

### Copyright Legislation

You are required to read the University of Calgary policy on Acceptable Use of Material Protected by [Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent

of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### [Recording of Lectures](#)

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click [here](#)

### [Sharing of Lecture Notes and Exam Questions](#)

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click [here](#)

### [Academic Misconduct](#)

Please see [here](#) for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

### [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 Accommodation is available [here](#). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor (in advance of due dates / missed class).

### [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](#). You can access the main Library website [here](#).

### [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,) and the [Campus Mental Health Strategy](#).

### [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 see [here](#).

### [Student Ombuds Office](#)

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, see [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](#).

### [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](#)

### [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.